

# WGSD Curriculum -- 20th Century American Literature

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Learning Goal

Students will be able to interpret multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

#### Proficiency Scales

4: Student demonstrates an inference or application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, and/or theme in a variety of texts.
- identifying rhetorical devices and literary techniques in a variety of texts.
- examining an important theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style.*
- performing specific processes, such as:
  - reading seminal fiction and nonfiction texts from the 17th century to the present day.
  - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
  - defining a rhetorical strategies.
  - identifying important themes that occur in multiple works.
  - identifying the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, and/or theme in a variety of texts.
- Students will identify rhetorical devices and literary techniques in a variety of texts.
- Students will identify an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, theme, and rhetorical devices.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

*incorporation, transition*

- performing specific processes, such as:
  - describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Course Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)  
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
  - explaining how cultural and historical contexts. surrounding a given work influence content, style, and themes.
  - identifying culturally-specific themes across American literary periods.
  - differentiating between multiple interpretations of texts through literary criticism.

	<ul style="list-style-type: none"> <li>● constructing interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>Puritanism, Rationalism, Modernism, and Postmodernism.</i></li> <li>● analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices.</li> <li>● identifying the cultural context of a given work.</li> <li>● tracing common cultural themes across American literary periods.</li> </ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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### Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.

### Learning Design

## WGSD Curriculum – 20th Century American Literature and Composition

### Determining Theme

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.
- identifying the manner in which these themes or central ideas



	<p>are communicated to the reader, using textual evidence, such as ideas, events, and characterization.</p> <ul style="list-style-type: none"><li>● providing an objective summary of a text, taking care to note details from the work.</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, and tone.</i></li><li>● performing basic processes, such as:<ul style="list-style-type: none"><li>○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li><li>○ providing an objective summary of a text.</li><li>○ identifying some aspects of the rhetorical situation</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### **Learning Targets**

- Students will analyze the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.
- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- Students will provide an objective summary of a text, taking care to note key and specific details from the work.

# WGSD Curriculum -- American Writers

## Argument Writing

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Learning Goal

Students will be able to write grade-appropriate arguments.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates w4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))

- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. ([CCSS.ELA-Literacy.W.11-12.1c](#))
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. ([CCSS.ELA-Literacy.W.11-12.1e](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.11-12.1e](#))

2: The student demonstrates he/she is nearing the learning goal by

- recognizing basic vocabulary such as: *argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.*
- performing basic processes such as
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - writing arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

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## Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

## Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Collaborative Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion. ([CCSS.ELA-Literacy.SL.9-10.1c](#) )
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1d](#) )
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

# WGSD Curriculum -- American Writers

## Conventions of Standard English

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

#### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
  - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
  - choosing punctuation for effect.
  - recognizing and replacing vague pronouns.
  - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
  - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
  - varying sentence patterns for meaning, reader/listener interest, and style.
  - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
  - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.



	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</li> <li>● using grade-appropriate grammar and usage in context and in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

	<p><u>High Priority Standards (CCSS. State. National. TILS. CREDE. etc.)</u></p> <p><a href="#">CCSS.ELA-Literacy.L.11-12.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p style="text-align: center;"><u>Learning Goal</u></p> <p>Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.</p>	<p style="text-align: center;"><u>Proficiency Scale</u></p> <p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● choosing words and phrases for effect.</li> <li>● correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).</li> <li>● choosing punctuation for effect.</li> <li>● recognizing and replacing vague pronouns.</li> <li>● recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.</li> <li>● using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.</li> <li>● varying sentence patterns for meaning and style.</li> <li>● choosing language that expresses ideas precisely and concisely.</li> <li>● recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.</li> </ul> <p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, nonrestrictive/restrictive clause, wordiness, style.</li> <li>● attempting grade-appropriate grammar and usage in context and in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

	<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will identify words and phrases for effect.</li><li>● Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).</li><li>● Students will choose punctuation for effect.</li><li>● Students will recognize and replace vague pronouns.</li><li>● Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.</li><li>● Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.</li><li>● Students will vary sentence patterns for meaning, reader/listener interest, and style.</li><li>● Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.</li><li>● Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>	

# WGSD Curriculum -- 20th Century American Literature and Composition

## Presentation of Information

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making use of multimedia and digital media.
- choosing among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of formal English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>delivery, purpose, audience, occasion, and tone.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Research

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and intermediate research projects in response to a prompt.
- using database searches effectively.
- evaluating source material for reliability.

	<ul style="list-style-type: none"> <li>● annotating and organizing information from sources.</li> <li>● integrating and documenting relevant source material into original compositions.</li> <li>● narrowing or broadening the inquiry when appropriate.</li> <li>● synthesizing multiple sources on the subject.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● selecting and revising a topic.</li> <li>● choosing relevant resources.</li> <li>● taking effective notes.</li> <li>● developing a supportable thesis.</li> <li>● writing and revising in response to a research question.</li> <li>● organizing and synthesizing information collected from more than one source.</li> <li>● demonstrating use of appropriate citations.</li> <li>● writing a research composition following a teacher-provided template.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students choose or are assigned a topic.

- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design



# WGSD Curriculum -- 20th Century American Literature and Composition

## Writers Purpose and Craft

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.11-12.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.
- distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- analyzing how an author establishes mood and tone.
- analyzing author's structural choices, such as flashback, *in medias res*, and mixed genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view*,

*understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
  - identifying point of view in a literary text.
  - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its meaning, its part of speech, or its standard

	<p>usage. (<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations but differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.4d</a>)</li> <li>● interpreting figurative language.</li> <li>● correctly identifying the terminology of literary analysis in context of the analysis of literature and nonfiction texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, or diction.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

### Learning Design

WGSD Curriculum -- Contemporary Literature and Composition  
 Course Content  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)  
 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to conduct sophisticated and meaningful interpretation and analysis of contemporary literature of varied genres and cultures.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
  - constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other contemporary works.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>Postmodernism, Multigenre, and Memoir,</i></li><li>● performing processes such as:<ul style="list-style-type: none"><li>● analyzing and explaining how the cultural context of a given work influences the thematic content and authorial choices.</li><li>● identifying an author's cultural identity and personal life experiences as reflected in a text.</li></ul></li></ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes in contemporary literature..
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in relation to personal or cultural experiences.

### Learning Design

WGSD Curriculum – African American Literature and Composition

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and apply them within contemporary cultural and personal contexts.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of multiple themes or central ideas over the course of a text, including how the themes interact with and support each other.

- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- providing an objective summary of a text, taking care to note key and specific details from the work.
- analyzing cultural and personal applications of a text and engaging in service-learning experiences related to those themes.

2: The student demonstrates he/she is nearing the learning goal by

- Recognizing or recalling specific vocabulary, such as: *theme, purpose, audience, tone, ethos, pathos, and logos.*
- Performing basic processes, such as:
  - determining multiple themes or central ideas in a text and providing textual evidence of their development throughout the work.
  - identifying some rhetorical strategies.
  - providing an objective summary of a text.
  - identifying some aspects of the rhetorical situation.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze the development of multiple themes or central ideas over the course of a text, including how the themes interact with and support each other.
- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using



specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

- Students will provide an objective summary of a text, taking care to note key and specific details from the work.
- Students will engage in service-learning experiences related to themes of a text.

Learning Design

# WGSD Curriculum -- Contemporary Lit and Composition

## Author's Purpose and Craft

DRAFT

### High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques to express a theme.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

- 3: The student demonstrates mastery of the learning goal by
- analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.
  - analyzing how an author establishes mood and tone.
  - analyzing author's structural choices, such as flashback, in medias res, and mixed genres in developing theme.
  - analyzing ambiguity within a text and its impact on theme.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>irony, point of view, understatement, purpose, flashback, frame narratives, and other rhetorical terms.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>● recognizing or recalling examples of sarcasm, irony, and understatement in a literary text.</li><li>● determining point of view in a literary text.</li><li>● identifying mood, tone, and structural techniques.</li><li>● recognizing varied genres within a single text.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

### Learning Design

# WGSD Curriculum -- Contemporary Literature and Composition

## Collaborative Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the

material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))

- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully and respectfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1a](#)d)
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.
- demonstrating awareness of audience and choosing language and listening skills appropriate for college or professional settings.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

- Students understand terms and processes necessary for college or professional discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage in context when writing.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing and applying standard English as appropriate for college or professional settings.</li><li>● writing sentences free of run-on and fragment errors.</li><li>● choosing words and phrases for effect.</li><li>● choosing punctuation according to guidelines of standard English.</li><li>● recognizing and replacing vague pronouns.</li><li>● recognizing variations from standard English in their own and others' writing and speaking</li><li>● identifying and using strategies to improve expression in conventional language including subject-verb agreement, pronoun reference, and misplaced and dangling modifiers</li></ul>

	<ul style="list-style-type: none"> <li>● using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.</li> <li>● varying sentence patterns for meaning, reader/listener interest, and style.</li> <li>● choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.</li> <li>● recognizing and correcting inappropriate shifts in verb voice, number, and mood.</li> <li>● Choosing gender-appropriate or gender-neutral pronouns depending on context.</li> </ul> <p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</li> <li>● recognizing errors in isolation.</li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will apply principles of standard academic English as appropriate for a college or professional setting.
- Students will identify words and phrases for effect.
- Students will choose punctuation according to guidelines of standard academic English.
- Students will recognize and replace vague pronouns.
- Students will recognize and correct variations from standard academic English in their own and others' writing and speaking.
- Students will identify and use strategies to improve expression in conventional language.
- Students will use punctuation according to conventions of standard academic English .
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.



WGSD Curriculum -- Contemporary Literature and Composition  
 Presentation of Information  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of academic English.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *delivery, purpose, audience, occasion, tone, inflection, and poise.*
- performing specific processes, such as:
  - making adequate presentations to an audience of peers after making teacher-suggested revisions.
  - making use of some digital resources.
  - demonstrating awareness of the conventions of academic English.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

# WGSD Curriculum -- Contemporary Literature and Composition

## Research

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct a sustained research project in order to successfully answer a question.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- using research, experience, and imagination to convey information on a chosen topic.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *multi-genre, in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms,*.
- performing specific processes, such as:
  - selecting and revising a topic.
  - choosing relevant resources.
  - taking effective notes.
  - developing a research question
  - developing a supportable thesis.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - composing different genres that are connected by the same theme

1: The student demonstrates limited understanding or skill with the learning goal.


### Learning Targets

- Students choose a topic and develop a research question.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

### Learning Design

WGSD Curriculum -- Contemporary Literature and Composition  
Vocab Acquisition & Use  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [Literacy.L.11-12.CCSS.ELA-4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
  - identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
  - consulting general and specialized reference materials (e.g.,

	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations but differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</li> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts.</li> <li>● analyzing words for Greek and Latin roots. (CCSS.ELA- <a href="#">Literacy.L.11-12.CCSS.ELA-4</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, teacher-specified list of rhetorical and literary terms, basic meanings of Greek and Latin word parts.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will recognize Latin and Greek word parts and their meanings within English words.
- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.

- Students will use new words correctly in original compositions.

Learning Design



# WGSD Curriculum -- Creative Writing

## Poetry

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Learning Goal

Students will be able to use precise words and phrases, telling details, and sensory language to write original poetry.

### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using figurative language to create an image.
- using sensory details to show rather than tell.
- creating a portfolio of original poetry.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *symbolism, imagery, repetition, simile, metaphor, personification, mood, and tone.*

	<ul style="list-style-type: none"><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ responding to teacher-supplied prompts.</li><li>○ writing drafts of original poetry.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will evaluate the effectiveness of literary devices in published poems.
- Students will use literary devices in creating their own poems.

### Learning Design

# WGSD Curriculum -- Creative Writing

## Prose

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

#### [CCSS.ELA-Literacy.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### [CCSS.ELA-Literacy.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### [CCSS.ELA-Literacy.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Learning Goal

The student will be able to write original narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- developing characters for a variety of genres.
- using personal experience to develop realistic dialogue.
- exploring the first and third person in order to understand the advantages and disadvantages of each.
- creating conflicts and complications for fictional works.
- using sensory details to create a realistic mood and setting.

	<ul style="list-style-type: none"> <li>● creating portfolios of original drama, fiction, and memoir.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as <i>characterization, setting, plot, conflict, climax, resolution, point of view, and dialogue.</i></li> <li>● The student will be able to perform basic processes, such as using a teacher-provided template for planning and organizing a narrative.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will create several character sketches, a short story, a one-act play, and a children's book.

### Learning Design

# WGSD Curriculum -- Creative Writing

## Revision

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-Literacy.W.11-12.5

#### Learning Goal

The students will be able to revise their original compositions in response to personal evaluation and peer review.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- providing constructive feedback to peers.
- revising their own work for improved clarity based on individual reflection and feedback from teacher and peers.
- understanding the value of revising written work.

2: Performing specific processes, such as:

- editing work based on teacher or peer feedback.
- responding to specific teacher-directed questions about written work.


### Learning Targets

- Students will participate in peer-editing sessions
- Students will write multiple drafts of the same piece of work

### Learning Design

# WGSD Curriculum -- English 10

## Analysis and Synthesis of Source Material

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Learning Goal

Students will be able to interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- comparing various treatments of a literary story, drama, or poem, recognizing how each version changes the source text.
- discovering and using multiple sources of information presented in different media or formats, in addition to the primary text(s), in

	<p>order to find the answer to a question or problem.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, media literacy, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● identifying differences among interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will read and discuss multiple versions of a story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to understand authorial purpose.

### Learning Design



# WGSD Curriculum -- English 10

## Argument Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write grade-appropriate arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● introducing informed claims, establishing the relevance of the claims, and creating an organization that logically sequences claims, counterclaims,</li> </ul>

	<p>reasons, and evidence. (<a href="#">CCSS.ELA-Literacy.W.9-10.1a</a>)</p> <ul style="list-style-type: none"><li>● developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both. (<a href="#">CCSS.ELA-Literacy.W.9-10.1b</a>)</li><li>● using transitions to link the major sections of the text to create cohesion. (<a href="#">CCSS.ELA-Literacy.W.9-10.1c</a>)</li><li>● establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. (<a href="#">CCSS.ELA-Literacy.W.9-10.1d</a>)</li><li>● providing a concluding statement or section that follows from and supports the argument presented. (<a href="#">CCSS.ELA-Literacy.W.9-10.1e</a>)</li><li>●</li></ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"><li>● recognizing or recalling basic vocabulary, such as: <i>persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● identifying claims and counterclaims from teacher-provided examples.</li><li>● articulating specified patterns of logical sequence for argumentation.</li><li>● establishing a claim and providing relevant evidence for the claim.</li><li>● writing arguments using a teacher-provided template.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

### Learning Design

# WGSD Curriculum -- English 10

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Learning Goal

Students will be able to cite textual evidence to support comprehension and analysis of a text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text.
- identifying the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference ,textual evidence, citation, ambiguity.*

- performing specific processes, such as:
  - describing what a literary text says explicitly and draw some inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will cite an example from the text to support their interpretation.
- Students will cite multiple examples from the text to support an interpretation.

### Learning Design

# WGSD Curriculum -- English 10

## Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

#### Learning Goal

Students will be able to demonstrate a grasp of the essential genres: short story, novel, poetry, and non-fiction.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- recognizing the characteristics of the different genres.
- explaining literary elements across multiple genres.
- constructing interpretation of a given work that takes into account the characteristics of that work's genre.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*, *elements of plot development*, *theme*, *narrative point of view*, and *literary style*.

performing specific processes, such as:

- identifying the genre of a given work.
- recognizing how techniques and structure change depending on genre.

1: Student demonstrates little understanding or skill with the learning goal.

### Learning Targets

- Students read and discuss the major genres.
- Students compare the major genres for structure and technique.

### Learning Design

## WGSD Curriculum – Determining Theme

English 10

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### [CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

### Learning Goal

Students will be able to trace the development of a theme or central idea in a grade-appropriate text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- trace the development of a theme over the course of a single



	<p>literary text.</p> <ul style="list-style-type: none"><li>● recognize and trace the development of a central idea of the course of a work of literary non-fiction</li><li>● identify the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.</li><li>● providing an objective summary of a text, taking care to note key and specific details from the work.</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, theme.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ providing textual evidence of teacher-identified themes and central ideas.</li><li>○ providing an objective summary of a text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.
- Students will trace the development of a central idea in a work of literary non-fiction.

# WGSD Curriculum -- English 10

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level vocabulary and the vocabulary of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))
- understanding the connotations of words with similar denotations. ([CCSS.ELA-Literacy.L.9-10.4c](#))

	<ul style="list-style-type: none"> <li>● recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. ( <a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, derivatives.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design

WGSD Curriculum -- English 10  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● developing ideas using precise words and phrases.</li><li>● revising inappropriate shifts in verb tense.</li><li>● revising inappropriate pronoun number and person shifts.</li><li>● revising for consistency in style and tone.</li><li>● discriminating between phrases and clauses within a sentence.</li><li>● revising misplaced and dangling modifiers.</li></ul>

	<ul style="list-style-type: none"> <li>● revising errors in parallel structure.</li> <li>● differentiating among commonly confused words: <i>who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.</i></li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i></li> <li>● performing specific processes, such as:</li> <li>● recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.</li> <li>● using grade-appropriate grammar and usage in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.

- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

## Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- developing ideas using precise words and phrases.
- revising inappropriate shifts in verb tense.
- revising inappropriate pronoun number and person shifts.
- revising for consistency in style and tone.
- discriminating between phrases and clauses within a sentence.
- revising misplaced and dangling modifiers.
- revising errors in parallel structure.
- differentiating among commonly confused words: *who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.*

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *phrase, clause, modifier, parallel structure, tense shift, style, and tone.*
- performing specific processes, such as:
  - recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.
  - using grade-appropriate grammar and usage in isolation.

1: The student demonstrates limited understanding or skill with the learning goal.



### Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.
- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

WGSD Curriculum -- English 10  
Presentation of Information  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
  - making strategic use of multimedia and digital media.
  - demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, and academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of formal English.</li></ul></li></ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design

# WGSD Curriculum -- English 10

## Writer's Purpose and Craft

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to identify the author's purpose and effectiveness in using literary and rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying and understanding the purpose of the narrative point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes tone.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in medias res, and other rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of the major forms of irony in a literary text.
  - determining point of view in a literary text.
  - identifying tone and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

### Learning Design

# WGSD Curriculum -- English 10

## Research

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting research projects to answer a question (including a self-generated question) or solve a problem.
- using database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.
- integrating and documenting source material into original compositions.

	<ul style="list-style-type: none"> <li>● narrowing or broadening the inquiry when appropriate.</li> <li>● collect facts from multiple sources on the subject, demonstrating an understanding of the subject under investigation.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>citation, synthesize, documentation, search criteria, plagiarism. credibility, database, primary and secondary source, search engine.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● selecting a topic.</li> <li>● writing and revising a research question.</li> <li>● choosing relevant resources.</li> <li>● collecting information from one or more source.</li> <li>● writing a research composition following a teacher-provided template.</li> </ul> </li> </ul>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students choose or are assigned a topic.</li> <li>● Students are instructed in effective database search methods.</li> <li>● Students collect relevant and varied sources.</li> <li>● Students evaluate sources for relevancy and reliability.</li> <li>● Students refine research questions readily.</li> <li>● Students choose a personally effective method of taking and organizing notes.</li> <li>● Students understand what constitutes plagiarism and how to maintain academic honesty.</li> </ul>
<p style="text-align: center;"><u>Learning Design</u></p>

# WGSD Curriculum -- English 10

## Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students participate in a variety of collaborative discussions on substantive topics with a full range of peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#) )
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#) )



- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating speaker's point of view.

2: The student shows he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *qualify, clarify, infer, refer, point of view, summarize text, support, relevance, evaluate, interpret, formulate a claim.*
- Performing specific processes, such as:
  - working with peers to set rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content.
- Students debrief process and product of the collaborative discussion.

### Learning Design

# WGSD Curriculum -- Analysis and Synthesis of Multiple Sources

## English Literature and Composition ACC

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

#### Learning Goal

Students will be able to critically evaluate multiple sources of information on a single subject, including multiple interpretations of a story, drama, or poem, in different media or formats.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing critical interpretations of a college-level story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*, *medium*, *critical interpretation*.

- performing specific processes, such as:
  - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
  - locating information from multiple sources presented in different media or formats.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

### Learning Design

WGSD Curriculum --Course Content  
 English Literature and Composition ACC  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- explaining how the literary and historical period of a given work influences the content and multiple themes.
  - constructing a range of sophisticated, plausible interpretations of a given work.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific vocabulary, such as:  
*Romanticism, Modernism, Post-modernism, Reader-Response,*

*Feminist, Marxist, Psychoanalytic, and Post-Colonial literary criticism.*

- performing specific processes, such as:
  - identifying the literary period of a given work.
  - demonstrating comprehension of a given work.

1: Student demonstrates little understanding or skill with the learning goal.

### Learning Targets

Students read, discuss, and write about a wide range of British texts written from the 6th century until the present.

### Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Learning Goal**

Students will be able to identify multiple themes in a literary text and analyze them in relation to one another; students will also be able to analyze a single theme across multiple major works.

**Proficiency Scales**

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

	<ul style="list-style-type: none"> <li>● analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.</li> <li>● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</li> <li>● applying the core ideas from one or more schools of literary criticism flexibly.</li> <li>● providing an objective summary of a literary text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>motif, theme, characterization</i>.</li> <li>● performing basic processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.</li> <li>○ providing an objective summary of a literary text.</li> <li>○ identifying thematic similarities in two major literary texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will trace the development of two or more teacher-identified themes in a literary text, citing textual evidence as support.



- Students will trace the development of two or more student-identified themes in a literary text, citing textual evidence as support.
- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

# WGSD Curriculum -- English Literature ACC

## Citing Textual Evidence

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.1](#)

[CCSS.ELA-Literacy.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- [CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) Analyze nuances in the meaning of words with similar denotations.

### Learning Goal

Students will be able to analyze a text explicitly and

### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or

<p>inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.</p>	<p>innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● analyzing a sophisticated literary text to draw complex inferences regarding the author’s meaning and intent.</li> <li>● evaluating inferences drawn from the text, focusing on areas where the author’s meaning and intent is intentionally ambiguous.</li> <li>● evaluating the implications of the author’s meaning and intent.</li> <li>● citing textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>.</li> <li>● performing basic processes, such as <ul style="list-style-type: none"> <li>○ Describing what a sophisticated literary text says explicitly and draw logical inferences regarding author’s meaning and intent.</li> <li>○ Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal</p>

### Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied meaning in teacher-selected passages.
- Students will provide evidence of understanding implied meaning in student-selected passages.

- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

### Learning Design

WGSD Curriculum -- Collaborative Discussions  
English Literature & Composition ACC  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.11-12.1c</a>)</p> <ul style="list-style-type: none"> <li>● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (<a href="#">CCSS.ELA-Literacy.SL.11-12.1d</a>)</li> <li>● integrating multiple sources of information presented, evaluating their credibility and accuracy.</li> <li>● evaluating a speaker’s point of view, logic, and use of rhetoric.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● working with peers to set rules for collegial discussions and decision making.</li> <li>● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li> <li>● preparing for participation in a discussion.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Socratic discussions.

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
  - resolving issues of usage, consulting references as needed.
- 2: The student demonstrates he or she is nearing the learning goal by
- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, appositive, gerund.*
  - performing basic processes, such as
    - using grade-appropriate grammar and usage in context.

	1: The student demonstrates little understanding or skill with the learning goal.
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Learning Targets

- Students practice a variety of sentence patterns in isolation.
- Students revise their original compositions to improve style and increase effectiveness.(active/passive) and mood.

Learning Design



WGSD Curriculum – Analysis of Writer’s Point of View, Purpose, and Structure  
English Literature & Composition ACC  
DRAFT

CCSS Standard:	<p><a href="#">CCSS.ELA-Literacy.RI.11-12.6</a> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.11-12.6</a> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
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WGSD Curriculum – Analysis of Writer’s Point of View, Purpose, and Structure  
 English Literature & Composition ACC  
 DRAFT

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>The student appraises the author’s purpose and effectiveness in utilizing rhetorical techniques such as irony and point of view.</p>	<p>4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.</p> <p>3 The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● Analyzing a point of view in a sophisticated text to determine its impact on meaning.</li> <li>● Distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).</li> <li>● Analyzing how the style and content of a sophisticated text that is particularly effective contributes to the power, persuasiveness, or beauty of the text.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, rhetorical devices (teacher-specified list)</i>.</li> <li>● Performing basic processes, such as             <ul style="list-style-type: none"> <li>● Recognizing or recalling examples of satire, sarcasm, irony, and understatement in a sophisticated text.</li> <li>● Determining point of view in a college-level text.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
<p><u>Targets</u></p>	<p>1. Students will identify and analyze satiric techniques in sophisticated texts.            2. Students will identify and analyze point of view in sophisticated texts.</p>

# WGSD Curriculum -- Presentation of Information

## English Literature and Composition ACC

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of digital media.

	<ul style="list-style-type: none"> <li>● choosing flexibly among rhetorical techniques according to task purpose.</li> <li>● demonstrating a command of academic English.</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● making adequate presentations to an audience of peers after making teacher-suggested revisions.</li> <li>● making use of some digital resources.</li> <li>● demonstrating awareness of the conventions of academic English.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students discuss the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Writing Critical Analysis

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

#### Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing claims and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.
- applying previously introduced schools of literary criticism accurately to the

text.

- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.
- writing under extended deadlines outside of class and on demand with a time limit in class.
- revising in response to teacher and peer feedback.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling basic vocabulary such as: *assertion, evidence, analysis, New Critical Analysis, Psychological Criticism, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism.*
- performing basic processes such as:
  - creating a valid assertion and using summary to provide relevant evidence in support.
  - distinguish among the schools of literary criticism.
  - establishing a formal style and achieving consistency with help.

1: The student demonstrates a limited understanding or skill with the learning goal.

# WGSD Curriculum -- English Literature ACC

## Vocabulary Acquisition and Use

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.11-12c](#))
- understanding the connotations of words with similar denotations.

	<p><a href="#">(CCSS.ELA-Literacy.L.11-12.4c)</a></p> <ul style="list-style-type: none"> <li>● recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design



WGSD Curriculum -- Analysis and Synthesis of Multiple Sources  
Gifted 12/ AP English Literature and Composition  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Learning Goal

Students will be able to critically evaluate multiple sources of information, including multiple interpretations of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple critical interpretations of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*,

*archetype.*

- performing specific processes, such as:
  - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
  - locating information from multiple sources presented in different media or formats, including words.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

### Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Course Content

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

#### Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - analyzing how the literary and historical period of a given work influences the content and multiple themes.
  - constructing a range of sophisticated, plausible interpretations of a given work.
  - analyze the way in which the philosophical and scientific movements of a historical period of a given work influence the content and multiple themes
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing and recalling specific vocabulary, such as:

	<p><i>Freytagian, Baroque, Neoclassical, Romanticism, Aesthetic Movement, Modernism, Post-Freudian, Post-Modernism, gothic, female gothic.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ identifying the literary period of a given work.</li> <li>○ demonstrating comprehension of a given work.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students read, discuss, and write about a wide range of British texts written from the 17th century until the present.</li> </ul>
<p><u>Learning Design</u></p>

WGSD Curriculum – Gifted 12/ AP English Literature & Composition  
Determining Theme  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one other; students also analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes are communicated

	<p>to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</p> <ul style="list-style-type: none"> <li>● flexibly applying the core ideas from one or more schools of literary criticism.</li> <li>● applying philosophical or scientific ideas to multiple texts.</li> <li>● providing an objective summary of a literary text, taking care to note key and specific details from the work.</li> <li>● creating a fictional work in which themes from one text are applied to a different text or time period</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>motif</i>, <i>theme</i>.</li> <li>● performing basic processes, such as <ul style="list-style-type: none"> <li>○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.</li> <li>○ annotating a theme in a literary text.</li> <li>○ identifying thematic similarities in two major literary texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will trace the development of two or more teacher-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Capstone  
Gifted 12/ AP English Literature & Composition  
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Learning Goal

Students will be able to conduct an autonomous research project that further develops an individual interest in a curricular or cross-curricular area.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- developing an original hypothesis that draws on and explores a passion related to their high school curricular experience.
  - gathering and synthesizing information from a broad range of sources and media in order to support and develop the hypothesis.
  - writing a well reasoned research paper that argues the original hypothesis.
  - teaching the topic to the class in an engaging presentation that shows thorough mastery of the topic.
- 2: The student demonstrates he/she is nearing the learning goal by



- performing specific processes, such as:
  - developing a topic with good potential.
  - writing a competent research paper that addresses the topic in a thorough but not original manner.
  - presenting the research to the class in a clear and well organized fashion.

1: The student demonstrates little understanding or skill with the learning goal.

### Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

### Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Citing Textual Evidence

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.1](#)
- [CCSS.ELA-Literacy.RL.11-12.1](#)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

### Learning Goal

Students analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - analyzing a sophisticated literary text to draw complex inferences regarding the author's meaning and intent.
  - evaluating inferences drawn from the text, especially focusing on areas where the author's meaning and intent is intentionally ambiguous.
  - evaluating the potential implications of the author's meaning and

	<p>intent, including where it is left uncertain.</p> <ul style="list-style-type: none"> <li>● citing apt textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>.</li> <li>● performing basic processes, such as <ul style="list-style-type: none"> <li>○ describing what a collegiate-appropriate literary text says explicitly and draw logical inferences from it regarding author's meaning and intent.</li> <li>○ citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

### Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

### Learning Design

# WGSD Curriculum -- Collaborative Discussions

## Gifted 12/ AP English Literature & Composition

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1c</a> )</p> <ul style="list-style-type: none"> <li>● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1d</a>)</li> <li>● integrating multiple sources of information presented, evaluating their credibility and accuracy.</li> <li>● evaluating a speaker’s point of view, logic, and use of rhetoric.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● Working with peers to set rules for collegial discussions and decision making.</li> <li>● Participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li> <li>● Preparing for participation in a discussion.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Conventions of Standard English

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
  - resolving issues of complex or contested usage, consulting references as needed.
- 2: The student demonstrates he or she is nearing the learning goal by
- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, absolute, gerund, subjunctive*
  - performing basic processes, such as:

- using grade-appropriate grammar and usage in context.

1: The student demonstrates little understanding or skill with the learning goal.

### Learning Targets

- Students revise their original compositions to improve style and increase effectiveness.

### Learning Design

# WGSD Curriculum – Gifted 12/ AP English Literature & Composition

## Analysis of Writer’s Point of View, Purpose, and Structure

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students are able to appraise the author’s purpose and effectiveness in using rhetorical techniques such as irony and point of view.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3 The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>• analyzing a point of view in a literary text to determine its impact on meaning.</li><li>• distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).</li><li>• analyzing how the style and content of a literary text that is particularly effective contributes to the power, persuasiveness, or beauty of the text.</li></ul> 2: The student demonstrates he/she is nearing the learning goal by



	<ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, purpose, litotes, meiosis, invective, extradiegetic and intradiegetic narrator, rhetorical devices and literary devices.</i></li> <li>● Performing basic processes, such as <ul style="list-style-type: none"> <li>● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a college-level text.</li> <li>● determining point of view in a literary text.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Annotating literary works for point of view, especially in frame narratives
- Analyzing satirical technique for purpose and effectiveness
- Analyzing the purpose of technical choices, especially in poetry

Learning Design

WGSD Curriculum -- Presentation of Information  
Gifted 12/ AP Literature and Composition  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>● presenting information, findings, and supporting evidence clearly, concisely, and logically.</li><li>● making strategic use of multimedia and digital media.</li><li>● choosing flexibly among rhetorical techniques according to task purpose.</li><li>● demonstrating a command of academic English.</li></ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>● making use of some digital resources.</li><li>● demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students are given an array of choices in presentation formats.

Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Vocabulary Acquisition and Use

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● using context as a clue to the meaning of a word or phrase. (<a href="#">CCSS.ELA-Literacy.L.11-12.4a</a>)</li><li>● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (<a href="#">CCSS.ELA-Literacy.L.11-12.4b</a>)</li><li>● consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.11-12c</a>)</li></ul>

	<ul style="list-style-type: none"> <li>● understanding the connotations of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</li> <li>● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Writing Critical Analysis

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

### Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing assertions fairly and thoroughly, supplying the most apt evidence while pointing out the strengths and limitations of that assertion in a sophisticated manner.
- applying previously introduced schools of literary criticism to the text with

	<p>precision and insight.</p> <ul style="list-style-type: none"> <li>● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.</li> <li>● establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.</li> <li>● writing under extended deadlines outside of class and on demand with a time limit in class.</li> <li>● revising in response to teacher and peer feedback.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary such as: <i>assertion, evidence, analysis, hegemony, affective fallacy, New Critical Analysis, Psychological Criticism, Freudian, Jungian, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism, Structuralism, Archetypall Criticism.</i></li> <li>● performing basic processes such as: <ul style="list-style-type: none"> <li>● creating a valid assertion and using summary to provide relevant evidence in support.</li> <li>● distinguish among the schools of literary criticism.</li> <li>● establishing a formal style and achieving consistency with help.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- The student writes appropriate introductions to AP-style essays.

- The student distinguishes the relationship between claims or assertions, supporting evidence, and analysis of the text to address major themes.
- The student analyzes College Board-provided exemplar essays.
- The student writes essays about works of literary merit using the schools of criticism.
- The student revises essays in part or whole in response to feedback from teacher and/or peers.

### Learning Design



# WGSD Curriculum -- Film Appreciation

## History of Cinema

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to distinguish and characterize the various movements, eras, and genres in the history of cinema, along with seminal directors and representative films, understanding their contributions to the evolution of cinema.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - identifying the technological innovations that have revolutionized and evolved, from the beginning of cinematic history to the present day.
  - distinguishing the different eras and movements that correspond to distinct time periods in film history.
  - evaluating the major genres that have had the biggest impact on cinematic style, including film noir, musicals, westerns, science fiction, comedy, drama, satire, thriller, etc.
  - acknowledging and analyzing the techniques, characteristics, and contributions of major figures in film history, including Charlie Chaplin, D.W. Griffith, Orson Welles, John Ford, Elia Kazan, Alfred Hitchcock,

	<p>Francois Truffaut, Woody Allen, Martin Scorsese, Joel and Ethan Coen, and others.</p> <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>auteur, film noir, archetype, integrated musical, Neorealism, French New Wave, Expressionism, modernism, post-modernism, satire, black comedy.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>● identifying major schools of film.</li><li>● identifying examples of major genres in film.</li><li>● matching major directors with their most important films.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>●</li></ul>
<p><u>Learning Design</u></p>

# WGSD Curriculum -- Film Appreciation

## Cinematic Style

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Learning Goal

Students will be able to identify and evaluate a range of filmic styles, directorial methods, and technical aspects of filmmaking, how these procedures have changed over time, and their impact on the visual and storytelling aspects of the final film product and its relationship with the audience.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- analyzing directorial choices and techniques to determine their impact on the film's structure, visual presentations, and thematic functioning.
  - distinguishing the various elements that make up film composition, including camera work, lighting elements, scoring and soundtrack, transitions, framing, sound mixing and editing, film editing, visual effects production design, etc.
  - identifying how a film establishes mood and tone.
  - recognizing symbols and motifs and their connections to plot, character, and theme.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>tracking and panning shots, crosscutting, mis en scene, establishing and insert shots, chiaroscuro, cookaloris, continuity, iris, transitionaly dissolve, storyboarding, frame shots, match cuts, lightning mix, dutch angles, scoring, motifs, parallel shots, etc.</i></li> <li>● performing specific processes, such as identifying directorial techniques</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><u>Learning Design</u></p>

# Literary Aspect of Film

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Learning Goal

Students will be able to analyze and discuss the literary aspects of a film, such as plot, theme, characters, symbols, and author's intent.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple interpretations of a complex narrative film, evaluating screenplay elements, including plot, theme, symbolism, historical context, and characterization.
- integrating and evaluating multiple sources of information presented in the film itself, alongside critical essays, reviews, interviews, class lecture, and discussion.

2: The student demonstrates he/she is nearing the learning goal by

Recognizing or recalling specific vocabulary, such as

	<ul style="list-style-type: none"><li>● <i>exposition, complication, climax, resolution, symbol, motif, parallel imagery, characterization (round, flat, static, dynamic), theme, allegory</i></li></ul> <p>Performing specific processes, such as</p> <ul style="list-style-type: none"><li>● comparing and contrast interpretations of a film and its source material.</li><li>● locating information from multiple sources presented in different media or formats, including words.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>●</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

# WGSD Curriculum -- Film Appreciation

## Film Critique

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Learning Goal

Students will be able to synthesize the technical, literary, and cultural aspects of understanding film into a written critical examination of an individual film, communicated with attention to correct, academic written expression.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying and evaluating the contextual, literary, and filmic elements in particular film.
- developing critical arguments regarding the film's literary and filmic elements.
- establishing appropriate compositional tone and organization for a critical review.
- using expressive, unique, and vibrant language in a critical film review.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>● providing a clearly and accurately written plot summary for a specific film.</li><li>● adhering to correct grammatical and compositional conventions.</li><li>● using the assigned format accurately.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>●</li></ul>
<p><u>Learning Design</u></p>



# WGSD Curriculum -- Freshman Literature and Composition

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.</li> <li>• discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary text(s), in order to address a question or problem.</li> </ul>

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, archetype, media literacy, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● identifying differences among interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Argument Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
	3: The student demonstrates mastery of the learning goal as evidenced by
	<ul style="list-style-type: none"> <li>• writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>

- introducing informed claims, establishing the relevance of the claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.9-10.1a](#))
- developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both. ([CCSS.ELA-Literacy.W.9-10.1b](#))
- using transitions to link the major sections of the text to create cohesion. ([CCSS.ELA-Literacy.W.9-10.1c](#))
- establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. ([CCSS.ELA-Literacy.W.9-10.1d](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.9-10.1e](#))

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

## Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

### Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● describing what a literary text says explicitly and draw some inferences from it regarding author's meaning.</li><li>● citing textual evidence to support understanding of a literary text.</li></ul> |
|--|---|

1: Student demonstrates limited understanding or skill with the learning goal.

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will cite an example from the text to support their interpretation.</li><li>● Students will cite multiple examples from the text to support an interpretation.</li></ul>
<p><u>Learning Design</u></p>

# WGSD Curriculum -- Freshman Literature and Composition

## Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Learning Goal

Students will be able to demonstrate a grasp of the essential genres: epic, Shakespearian drama, short story, novel, poetry, and non-fiction.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining the characteristics of the different genres.
- analyzing literary elements across multiple genres.
- constructing grade-appropriate interpretation and analysis of a given work that takes into account the characteristics of that work's genre.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*, *elements of plot development*, *theme*, *narrative point of view*, and *literary style*.



	<p>performing specific processes, such as:</p> <ul style="list-style-type: none"><li>● identifying the genre of a given work.</li><li>● recognizing how techniques and structure change depending on genre.</li><li>● recognizing the different interpretative demands of the genres.</li></ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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<u>Learning Targets</u>	
<ul style="list-style-type: none"><li>● Read and discuss the major genres.</li><li>● Compare the major genres.</li></ul>	<u>Learning Design</u>

## WGSD Curriculum – Freshman Literature and Composition

### Determining Theme

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single

	<p>literary text.</p> <ul style="list-style-type: none"> <li>● analyzing the development of a central idea of the course of a work of literary non-fiction</li> <li>● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.</li> <li>● providing an objective summary of a text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ providing textual evidence of teacher-identified themes and their development throughout the work.</li> <li>○ providing an objective summary of a text.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.

- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Narrative Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

Students will be able to write effective narratives.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- engaging and orienting the reader by establishing a problem, situation, or observation. ([CCSS.ELA-Literacy.W.9-10.3a](#))
- using narrative techniques, such as dialogue, pacing, description, reflection, tone, etc. ([CCSS.ELA-Literacy.W.9-10.3b](#))

- using a variety of techniques to sequence events so that they build on one another to create a coherent whole. ([CCSS.ELA-Literacy.W.9-10.3c](#))
- using precise phrases, significant details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or subjects. ([CCSS.ELA-Literacy.W.9-10.3d](#))
- providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ([CCSS.ELA-Literacy.W.9-10.3e](#))

2 The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *character, conclusion, description, detail, dialogue, experience, narrative voice, organization, orientation, pacing, plot line, point of view, conflict, reflection, resolution, imagery, sequence, setting, situation, technique.*
- The student will be able to perform basic processes, such as:
  - using a teacher-provided template for planning and organizing a narrative.
  - describing the use of narrative techniques such as dialogue, pacing, description, reflection, and techniques to sequence events.
  - writing narratives using a teacher-provided template or graphic organizer.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students generate a narrative subject.
- Students organize a narrative structure and sequence.
- Students establish an opening that engages and orients the reader.

- Students provide precise detail, sensory details, and vivid language choices.
- Students develop a thorough plot structure including exposition, conflict, complication, climax, and resolution.
- Students edit and revise for clarity, correctness, and MLA format.

Learning Design

# WGSD Curriculum -- Freshman Literature & Composition

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))



	<ul style="list-style-type: none"> <li>● understanding the connotations of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</li> <li>● recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. ( <a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Conventions of Standard English

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

### Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- classifying the four sentence types appropriately and accurately.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

	<ul style="list-style-type: none"> <li>● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, simple, compound, complex, compound-complex and pre-determined comma rules.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ using grade-appropriate grammar and usage in isolation.</li> <li>○ recognizing the sentence types in isolation.</li> <li>○ differentiating between some commonly confused words.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.

- Students will revise their original writing for correct use of semicolons and colons.
- Students will identify simple, compound, complex, and compound-complex sentences.
- Students will distinguish between/among commonly confused words.
- Students will revise their original writing for correct use of commonly confused words.

### Learning Design

WGSD Curriculum -- Freshman Literature and Composition  
Presentation of Information  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of formal English.</li></ul></li></ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

1. Students learn and rehearse the skills necessary for addressing an audience effectively.
2. Students review terms relevant to academic presentation.
3. Students give presentations and give and receive feedback.

Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Writer's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in using literary and rhetorical techniques.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other*

*rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of the major forms of irony in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

### Learning Design



# WGSD Curriculum -- Freshman Literature and Composition

## Research

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.

- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism, credibility, database, primary and secondary source, search engine.*
- performing specific processes, such as:
  - selecting a topic.
  - writing and revising a research question.
  - choosing relevant resources.
  - taking effective notes.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.

- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

# WGSD Curriculum -- Freshman Literature and Composition

## Collaborative Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
  - preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
  - drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating speaker's point of view.

2: The student shows he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *qualify, clarify, infer, refer, point of view, bias, summarize text, support, relevance, evaluate, interpret, and formulate a claim.*
- performing specific processes, such as:
- working with peers to set rules for collegial discussions and decision making.
- participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
- preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

LearningTargets

1. Students learn and rehearse rules of academic discourse.
2. Students review terms relevant to academic discourse.
3. Students engage in academic discourse about course content.
4. Students debrief process and product of the collaborative discussion.

Learning Design

# WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

## Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will use textual evidence to demonstrate their understanding of a central idea of a text.	<p>4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"><li>● visualizing passages.</li><li>● replaying and retelling a text independently.</li><li>● identifying the main idea of a text.</li></ul> <p>2. The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"><li>● recognizing and recalling specific vocabulary, such as</li></ul>

characterization, symbol, theme.

- performing processes, such as
  - replaying and retelling a text with prompting.
  - identifying the main idea of a text with prompting.

1. The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will read a story silently.
- Students will retell a story orally.
- Students will use repeated reading to increase their reading knowledge.
- Students can monitor their reading by using an audio tape.

### Learning Design



# WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

## Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.5.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to clarify the meaning of unknown words and phrases in context by choosing flexibly from a range of strategies.	4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  3: The student demonstrates mastery with the learning goal as evidenced by <ul style="list-style-type: none"><li>• using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li></ul>

[\(CCSS.ELA-Literacy.L.5.4.a\)](#)

- using common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

[\(CCSS.ELA-Literacy.L.5.4.b\)](#)

- consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

[\(CCSS.ELA-Literacy.L.5.4.c\)](#)

2. The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as syllable, affix, root, stress, prefix, suffix.
- performing processes, such as describing strategies for determining the meaning of an unknown word.

1. The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will discuss key vocabulary terms, and describe how they will determine word meaning.
- Students will identify unknown words.
- Students will connect personally to events and discuss personal connection with peers.

### Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)  
High Frequency Words  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read common high frequency words by sight.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery with the learning goal as evidenced by
  - reading high-frequency words in context fluently.
2. The student will demonstrate he/she is nearing proficiency by performing processes, such as reading a defined list of high-frequency words with fluency.

	<p>1. The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>
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<p><u>Learning Design</u></p>
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WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)  
Narrative Writing  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.5.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"><li>● orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally. (<a href="#">CCSS.ELA-Literacy.W.5.3.a</a>)</li><li>● using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (<a href="#">CCSS.ELA-Literacy.W.5.3.b</a>)</li><li>● using a variety of transitional words, phrases, and clauses to manage the sequence of events. (<a href="#">CCSS.ELA-Literacy.W.5.3.c</a>)</li><li>● using concrete words and phrases and sensory details to convey experiences and events precisely. (<a href="#">CCSS.ELA-Literacy.W.5.3.d</a>)</li><li>● providing a conclusion that follows from the narrated experiences or events. (<a href="#">CCSS.ELA-Literacy.W.5.3.e</a>)</li></ul> <p>2. The student demonstrates he/she is nearing proficiency by</p>

- recognizing or recalling specific vocabulary, such as *narrative*, *paragraph*, *dialogue*, *sequence*.
- performing processes, such as
  - establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
  - using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - using temporal words and phrases to signal event order.
  - providing a sense of closure.

1. The student demonstrates limited understanding or skill with the learning goal.



## Learning Targets

Students will:

- Write narratives that recount sequenced events.
- Include detail regarding content.
- Respond to questions from teacher and peers, and add details to strengthen writing as needed with guidance and support from teacher.
- Use a variety of tools to demonstrate understanding of text , such as creating pictures, making timelines, typing details, etc.

## Learning Design

# WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

## Fluency

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

#### Learning Goal

Students will be able to read text with accuracy, appropriate rate, and purpose.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
  - reading a text containing a bank of high frequency words.
2. The student demonstrates he/she is nearing proficiency by
  - reading a list of high frequency words and simple sentences fluently
1. The student demonstrates limited understanding or skill with the learning goal.

## Learning Targets

- Students will read a story silently
- Students will retell a story orally.
- Students will use repeated reading to increase their reading knowledge.
- Students can monitor their reading by using an audio tape.

## Learning Design

# WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

## Phonics

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

##### [CCSS.ELA-Literacy.RF.5.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

##### [CCSS.ELA-Literacy.RF.5.3.a](#)

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### Learning Goal

Students will be able to apply grade level phonics and word analysis skills, in prefixes and suffixes, in both reading and spelling.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- identifying vowel and consonant sounds.
  - tapping and segmenting words independently.

	<p>2. The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"><li>● recognizing and recalling specific vocabulary, such as <i>consonant</i>, <i>vowel</i>, <i>diphthong</i>.</li><li>● performing processes, such as<ul style="list-style-type: none"><li>○ sounding out vowel and consonant sounds with teacher prompting.</li><li>○ tapping and segmenting words with prompting.</li></ul></li></ul> <p>1. The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

Students will:

- Use letter cards to learn phoneme segmentation and blending of sounds.
- Manipulate word cards to demonstrate understanding of word structure.
- Identify corresponding letters when teacher vocalizes sound.
- Students will spell words with phoneme cards.
- Students will spell words with blank cards.
- Students will use syllable and suffix cards to spell words.

### Learning Design

# WGSD Curriculum -- Gifted 9

## Argument Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>

- introducing informed claims, establishing the relevance of the claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.9-10.1a](#))
- developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both. ([CCSS.ELA-Literacy.W.9-10.1b](#))
- using transitions to link the major sections of the text to create cohesion. ([CCSS.ELA-Literacy.W.9-10.1c](#))
- establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. ([CCSS.ELA-Literacy.W.9-10.1d](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.9-10.1e](#))

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

## Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

### Learning Design



WGSD Curriculum – Gifted 9  
Determining Theme  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single literary text.
- analyzing the development of a central idea of the course of a work of literary non-fiction
- evaluating the manner in which these themes or central ideas are

	<p>communicated to the reader, using specific textual evidence as support.</p> <ul style="list-style-type: none"> <li>● providing an objective summary of a text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ providing textual evidence of teacher-identified themes and their development throughout the work.</li> <li>○ providing an objective summary of a text.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.
- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

# WGSD Curriculum -- Gifted 9

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
  - synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
  - discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary

	<p>text(s), in order to address a question or problem.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>genre, convention, allusion, theme, style, tone, diction, archetype, and perspective.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying differences among interpretations of a literary story, drama, or poem to the source text.</li> <li>● identifying information from multiple sources presented in different media or formats, including text.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

# WGSD Curriculum -- Gifted 9

## Citing Evidence

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:
  - describing what a literary text says explicitly and draw some inferences

	<p>from it regarding author's meaning.</p> <ul style="list-style-type: none"><li>● citing textual evidence to support understanding of a literary text.</li></ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will cite an example from the text to support their interpretation.
- Students will cite multiple examples from the text to support an interpretation.

### Learning Design

WGSD Curriculum -- Gifted 9  
Collaborative Discussion  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
  - preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
  - drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating speaker's point of view.

2: The student shows he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *qualify, clarify, infer, refer, point of view, bias, summarize text, support, relevance, evaluate, interpret, and formulate a claim.*
- performing specific processes, such as:
  - working with peers to set rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.



### Learning Targets

- 1. Students learn and rehearse rules of academic discourse.
- 2. Students review terms relevant to academic discourse.
- 3. Students engage in academic discourse about course content.
- 4. Students debrief process and product of the collaborative discussion.

### Learning Design

# WGSD Curriculum -- Gifted 9

## Course Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.10](#) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Learning Goal

Students will be able to compare the characteristics and literary elements of the essential genres: epic, Greek and Shakespearean tragedy, short story, novel, poetry, and non-fiction.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining the characteristics of the different genres.
- analyzing literary elements across multiple genres.
- constructing grade-appropriate interpretation and analysis of a given work that takes into account the characteristics of that work's genre.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre, convention, elements of plot development, theme, narrative point of view, and literary style.*

	<p>performing specific processes, such as:</p> <ul style="list-style-type: none"><li>● identifying the genre of a given work.</li><li>● recognizing how techniques and structure change depending on genre.</li><li>● recognizing the different interpretative demands of the genres.</li></ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Read and discuss the major genres.
- Compare the major genres.

Learning Design

WGSD Curriculum – Gifted 9  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WGSD Curriculum – Gifted 9  
 Conventions of Standard English  
 DRAFT

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.</p>	<p>4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● demonstrating mastery of grade-appropriate conventions of grammar and usage in context.</li> <li>● recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.</li> <li>● recognizing and correctly using subject, verb/predicate, and object.</li> <li>● classifying the four sentence types appropriately and accurately.</li> <li>● using commas correctly with phrases and clauses; using semicolons and colons correctly.</li> <li>● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, articles, verbs, adverbs, prepositions, conjunctions, interjections, modifier, subject, predicate, complement, subject complement, object (direct and indirect), clarity, redundancy, parallel structure, dangling modifier, misplaced modifier, split infinitive, passive voice, tense shift, point of view shift, capitalization rules, end-mark punctuation, semicolon, colon, apostrophe, dash, hyphen, quotation marks, brackets, ellipses, parentheses, simple, compound, complex, compound-complex and pre-determined comma rules.</i></li> <li>● performing specific processes, such as:             <ul style="list-style-type: none"> <li>○ using grade-appropriate grammar and usage in isolation.</li> <li>○ recognizing the sentence types in isolation.</li> <li>○ differentiating between some commonly confused words.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Gifted 9  
Conventions of Standard English  
DRAFT

	<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will identify the parts of speech in isolation.</li><li>● Students will apply the rules of end punctuation in isolation.</li><li>● Students will identify subject, verb/predicate and objects.</li><li>● Students will revise their original writing for correct use of end punctuation.</li><li>● Students will identify correct use of commas with phrases and clauses in isolation.</li><li>● Students will revise their original writing for correct use of commas with phrases and clauses.</li><li>● Students will identify correct use of semicolons and colons in isolation.</li><li>● Students will revise their original writing for correct use of semicolons and colons.</li><li>● Students will identify simple, compound, complex, and compound-complex sentences.</li><li>● Students will distinguish between/among commonly confused words.</li><li>● Students will revise their original writing for correct use of commonly confused words.</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>	

# WGSD Curriculum -- Gifted 9

## Narrative Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to write effective narratives.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- engaging and orienting the reader by establishing a problem, situation, or observation. ([CCSS.ELA-Literacy.W.9-10.3a](#) )
- using narrative techniques, such as dialogue, pacing, description, reflection, tone, etc. ([CCSS.ELA-Literacy.W.9-10.3b](#))

- using a variety of techniques to sequence events so that they build on one another to create a coherent whole. ([CCSS.ELA-Literacy.W.9-10.3c](#))
- using precise phrases, significant details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or subjects. ([CCSS.ELA-Literacy.W.9-10.3d](#))
- providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ([CCSS.ELA-Literacy.W.9-10.3e](#))

2 The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *character, conclusion, description, detail, dialogue, experience, diction, voice, organization, pacing, plot line, point of view, conflict, reflection, resolution, imagery, sequence, setting, situation, technique, suspense, foreshadowing.*
- The student will be able to perform basic processes, such as:
  - using a teacher-provided template for planning and organizing a narrative.
  - describing the use of narrative techniques such as dialogue, pacing, description, reflection, and techniques to sequence events.
  - writing narratives using a teacher-provided template or graphic organizer.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students generate a narrative subject.
- Students organize a narrative structure and sequence.
- Students establish an opening that engages and orients the reader.



- Students provide precise detail, sensory details, and vivid language choices.
- Students develop a thorough plot structure including exposition, conflict, complication, climax, and resolution.
- Students edit and revise for clarity, correctness, and MLA format.

Learning Design

WGSD Curriculum -- Gifted 9  
Presentation of Information  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
  - making strategic use of multimedia and digital media.
  - demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of formal English.</li></ul></li></ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- 1. Students learn and rehearse the skills necessary for addressing an audience effectively.
- 2. Students review terms relevant to academic presentation.
- 3. Students give presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- Gifted 9

## Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.

- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism, credibility, database, primary and secondary source, search engine.*
- performing specific processes, such as:
  - selecting a topic.
  - writing and revising a research question.
  - choosing relevant resources.
  - taking effective notes.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.

- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

# WGSD Curriculum -- Gifted 9

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))

	<ul style="list-style-type: none"> <li>● understanding the connotations of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</li> <li>● recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>root, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idiom, synonym, antonym, analogy, denotation, connotation, allusion, diction, literary terms, and derivatives.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design



# WGSD Curriculum -- Gifted 9

## Writer's Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in using literary and rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other*

*rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of the major forms of irony in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

### Learning Design

# WGSD Curriculum -- Gifted 10

## Analysis and Synthesis of Source Material

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to synthesize multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- synthesizing multiple treatments of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as text, in order to

	<p>address a question.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● comparing interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will interpret multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

### Learning Design

# WGSD Curriculum -- Gifted 10

## Citing Evidence

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Learning Goal

Students will be able to cite strong textual evidence to support analysis of a text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation, paraphrase, summarize, quotation.*

- performing specific processes, such as:
  - describing what a literary text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Targets

Students will cite, explain, and evaluate the implications of textual meaning and intent in literary analysis.

### Learning Design

# WGSD Curriculum -- Gifted 10

## Content

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

#### Learning Goal

Students will be able to demonstrate literacy through the knowledgeable interpretation and analysis of Western European literary movements and foundational texts and artworks representative of those movements.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how literary and cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across multiple literary movements
- exploring the similar patterns reflected in various literary movements
- constructing sophisticated interpretation and insightful analysis of a given work, including written word, visual arts, and musical arts.

2: Student demonstrates he/she is nearing the learning goal by

	<p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none"><li>● <i>archetype, theme, setting, convention</i></li></ul> <p>performing specific processes, such as:</p> <ul style="list-style-type: none"><li>● identifying the cultural context of a given work.</li><li>● identifying archetypes.</li><li>● recognizing universal themes within a given work.</li></ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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### Targets

- Read and discuss literature from a chronological array of literary movements throughout Western Europe.

### Learning Design



WGSD Curriculum – Gifted 10  
 Determining Theme  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to identify a theme in multiple literary texts and analyze that theme across those works.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>analyzing the development of a theme over the course of multiple literary texts, including how they support or contradict each other.</li> </ul>

	<ul style="list-style-type: none"> <li>● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence as support.</li> <li>● providing an objective summary of a literary text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, motif, theme</i>.</li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.</li> <li>○ providing an objective summary of a literary text.</li> <li>○ identifying thematic similarities in two major literary texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will identify textual support for a teacher-identified theme.</li> <li>● Students will analyze the relationship between the teacher-identified theme and the textual support.</li> <li>● Students will trace the development of a theme in a literary text, citing textual evidence as support.</li> </ul>
<p><u>Learning Design</u></p>

# WGSD Curriculum -- Gifted 10

## Vocab Acquisition & Use

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Learning Goal

Students will be able to demonstrate command of grade-level and domain-specific vocabulary.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>etymology, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4d</a>)</li> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>root, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

- Students practice applying allusions and other figurative language to original compositions.

Learning Design

# WGSD Curriculum -- Gifted 10 Argument Writing

## DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal

Student will be able to write sophisticated academic arguments.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

3: The student demonstrates mastery of the learning goal as evidenced by

- writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing informed claims, establishing the relevance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and

evidence.[CCSS.ELA-Literacy.W.9-10.1a](#)

- developing claims and counterclaims fairly, supplying the relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, and values.[CCSS.ELA-Literacy.W.9-10.1b](#)
- using effective transitions to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.[CCSS.ELA-Literacy.W.9-10.1c](#)
- establishing and maintaining consistent use of academic diction and formal tone while attending to the norms and conventions of MLA.[CCSS.ELA-Literacy.W.9-10.1d](#)
- providing a concluding statement or section that follows from and supports the argument presented.[CCSS.ELA-Literacy.W.9-10.1e](#)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *ethos, pathos, logos, rhetoric, numerous rhetorical devices, persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

## Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

## Learning Design



# WGSD Curriculum -- Gifted 10

## Collaborative Discussion

### DRAFT

#### Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - [CCSS.ELA-Literacy.SL.9-10.1c](#) 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.
  - [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views as warranted.
- evaluating the credibility and accuracy of all information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, voice, respectful community, socratic seminar.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.

	<ul style="list-style-type: none"><li>● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li><li>● preparing for participation in a discussion.</li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content in small and large groups.
- Students debrief process and product of the collaborative discussion.

### Learning Design

WGSD Curriculum -- Honors World Literature  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● developing ideas using precise words and phrases.</li><li>● revising inappropriate shifts in verb tense.</li><li>● revising inappropriate pronoun number and person shifts.</li><li>● revising for consistency in style and tone.</li><li>● discriminating between phrases and clauses within a sentence.</li><li>● revising misplaced and dangling modifiers.</li></ul>

	<ul style="list-style-type: none"> <li>● revising errors in parallel structure.</li> <li>● differentiating among commonly confused words: <i>who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.</i></li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i></li> <li>● performing specific processes, such as:</li> <li>● recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.</li> <li>● using grade-appropriate grammar and usage in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.

- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

### Learning Design

# WGSD Curriculum – Gifted 10 English

## Narrative Writing

CCSS Standard:	W 11-12.3 a - 3
<p style="text-align: center;"><u>Essential Learning Goal</u></p> <p>Students will be able to write effective narratives.</p>	<p style="text-align: center;"><u>Proficiency Scale</u></p> <p>4 In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.</p> <p>3 The student will be able to</p> <ul style="list-style-type: none"><li>● Engage and orient the reader by setting out a contemporary situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</li><li>● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple experiences, events, and/or characters</li><li>● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole</li><li>● Use precise and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li><li>● Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ul> <p>2 The student will be able to recognize or recall specific vocabulary, such as <i>character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, narrative, narrator, observation, organize, orient, pacing, phrase, plan, plot line, point of view, precise, problem, reflection, resolve, sensory, sequence, setting, situation, technique, vivid</i></p> <p>The student will be able to perform basic processes, such as</p> <ul style="list-style-type: none"><li>● describe the use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, and techniques to sequence events</li></ul> <p>1 With help, the student will be able to achieve partial success at score 2.0 and score 3.0 content.</p>

# WGSD Curriculum – Gifted 10 English

## Narrative Writing

<p><u>Objectives</u></p>	<p>[Daily or weekly goals for the lessons or units that will contribute to the ELG.]</p>
<p><u>Learning Design</u></p>	<p>[Match the Novel Unit with the skill progression. Skill progression (in italics) should remain the same. Units should vary from teacher to teacher.]</p> <p>Unit: Scarlet Letter</p> <p><i>a. How students are learning the list of lit and rhetorical terms</i></p> <p><i>b. Assessed: (quiz?)</i></p> <p>Unit:</p> <p>Unit:</p> <p>Unit:</p>



# WGSD Curriculum -- Gifted 10

## Presentation of Information

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students will be able deliver effective presentations for a variety of purposes, audiences, and occasions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- adapting linguistic choices, level of formality, and content to suit the purpose, audience, and occasion.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design

# WGSD Curriculum -- Gifted 10 Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating sources and organizing research results systematically.
- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.*
- performing specific processes, such as:
  - selecting a topic.
  - writing and revising a research question.
  - choosing relevant resources.
  - taking effective notes.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

# WGSD Curriculum -- Gifted 10

## Writer's Purpose and Craft

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view and shifts in point of view in a literary text to determine their impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- analyzing how an author establishes mood and tone.
- analyzing author's structural choices, such as flashback, in media res, and mixing genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, euphemism,*

*dysphemism, oxymoron, hyperbole, paradox, understatement, point of view, understatement, voice, anachronism, prosody, purpose, flashback, and other rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Targets

Students learn rhetorical and literary terms.

Students identify point of view and shifts in point of view in texts.

Students identify and analyze structural choices in particular texts and how they emphasize theme and/or message.

Students examine satirical techniques and analyze their effectiveness in specific works.

### Learning Design

# WGSD Curriculum -- Gifted 11/ AP Language and Composition

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
  - analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
  - analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.

	<ul style="list-style-type: none"> <li>● synthesizing multiple works and influences by a Missouri author using various methods such as interviewing, visiting sites, documenting through film and photography</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>fallacies, teacher-provided list of terms relating to diction and syntax, speaker, audience, purpose, ethos, pathos, logos, kairos, exordium, peroratio, confutatio, confirmatio, and syllogism.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.</li> <li>● identifying rhetorical strategies of both diction and syntax in a variety of texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will read seminal U.S. texts from the 17th century to the present day.</li> <li>● Students will identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical strategies of diction and syntax.</li> </ul>
<p style="text-align: center;"><u>Learning Design</u></p>



# WGSD Curriculum -- Gifted 11/AP Language and Composition

## Writers Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing a variety of rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying point of view and shifts in point of view and analyzing their effect.
- identifying and analyzing a wide range of techniques of diction and syntax.
- detailing how an author establishes mood and tone.
- identifying a wide range of structural techniques and analyzing how those choices impact meaning.
- distinguishing satirical writing from literal writing, including naming specific techniques and discussing their impact.
- creating documents such as a myth, a speech, a poem, and a symbol in order

	<p>to demonstrate how author's purpose shapes choice of genre.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>diction, connotation, imagery, syntax, satire, incongruity, irony, invective, juvenalian, horatian, understatement, litotes, meiosis, point of view, purpose, and other rhetorical terms.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>● determining point of view and shifts in point of view.</li> <li>● identifying techniques of diction and syntax.</li> <li>● identifying mood, tone, and structural techniques.</li> <li>● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn rhetorical terms.
- Students practice identifying and creating rhetorical techniques.
- Students analyze the effect of diction and syntax in a variety of texts.
- Students identify and analyze point of view and shifts in point of view.
- Students identify and analyze structural choices and how they affect theme and/or message.
- Students examine satirical techniques and analyze their effectiveness.

### Learning Design

# WGSD Curriculum -- Gifted 11

## Argument Writing

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Learning Goal

Student will write grade-appropriate arguments.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))
- using words, phrases, and clauses as well as varied syntax to link the major

	<p>sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (<a href="#">CCSS.ELA-Literacy.W.11-12.1c</a>)</p> <ul style="list-style-type: none"> <li>● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li> <li>● providing a concluding statement or section that follows from and supports the argument presented. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim/ rebuttal, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relevance, rhetorical fallacy, sequence, significance, strength, support, thesis, valid.</i></li> <li>● performing basic processes such as <ul style="list-style-type: none"> <li>○ identifying claims and counterclaims from teacher-provided examples.</li> <li>○ articulating specified patterns of logical sequence for argumentation.</li> <li>○ establishing a claim and providing relevant evidence for the claim.</li> <li>○ writing arguments using a teacher-provided template.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence.</li> <li>● Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience’s knowledge level, concerns, values, and possible biases.</li> <li>● Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and</li> </ul>
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clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- Students will establish and maintain a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

# WGSD Curriculum -- Gifted 11/ AP Language and Composition

## Citing Evidence

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support complex analysis of multiple texts.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit.*
- performing specific processes, such as:
  - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected and student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in an analysis.

### Learning Design

# WGSD Curriculum -- Gifted 11/AP Language and Composition

## Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- explaining how cultural contexts surrounding a given work influence content, style, and themes.
  - identifying and analyzing rhetorical strategies and how they work to accomplish an author's purpose.
- 2: Student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific vocabulary, such as: *diction, figurative language, imagery, structure, cultural construct, syntax,*



*ethos, pathos, and logos.*

- performing specific processes, such as:
  - identifying the cultural context of a given work.
  - identifying some rhetorical strategies.
  - identifying an author's purpose with textual support.

1: Student demonstrates little understanding or skill with the learning goal.

### Learning Targets

Students will read, discuss, and analyze contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

### Learning Design

WGSD Curriculum – Determining Theme  
Gifted 11/ AP Language & Composition  
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one other; students also analyze a single theme or central idea across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as support.

- providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation.
- critically evaluating a theme across texts, cultures, and media
- applying philosophical movements to various themes and central ideas in literary texts
- critically evaluating the visual arts and identifying a theme from literary texts

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *theme, purpose, audience, tone, ethos, pathos, and logos.*
- performing basic processes, such as:
  - determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.
  - identifying some rhetorical strategies.
  - providing an objective summary of a text.
  - identify some aspects of the rhetorical situation.
  - Identifying thematic similarities in two major texts.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will trace the development of two or more teacher-identified themes in a college-level text, citing textual evidence as support.

- Students will trace the development of two or more student-identified themes in a college-level text text, citing textual evidence as support.
- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

# WGSD Curriculum -- Gifted 11/AP Language and Composition

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the vocabulary of rhetorical analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>derivatives, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations but differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.4d</a>)</li> <li>● interpreting figurative language.</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature and nonfiction texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, essential rhetorical terms.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words in and out of context with their definitions.
- Students identify connotation of words in context.
- Students use new words correctly in original compositions.
- Students practice applying rhetorical strategies to original compositions.

### Learning Design

# WGSD Curriculum -- Gifted 11/AP English Language & Composition

## Conventions of Standard English

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- choosing words and phrases for effect.
- correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- choosing punctuation for effect.
- recognizing and replacing vague pronouns.
- recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
- using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- varying sentence patterns for meaning, reader/listener interest, and style.
- choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

2: The student demonstrates he/she is near the learning goal by

	<ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</li> <li>● using grade-appropriate grammar and usage in context and in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design



# WGSD Curriculum -- Gifted 11/ AP Language and Composition

## Presentation of Information

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- Presenting information, findings, and supporting evidence clearly, concisely, and logically.
- Making strategic use of multimedia and digital media.
- Choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.

	<ul style="list-style-type: none"><li>● Demonstrating a command of formal English.</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- Gifted 11

## Research

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and complex research projects in response to a prompt.
- evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *parenthetical citation, Works Cited, annotated bibliography, synthesize, annotation, plagiarism, credibility, reliability, primary and secondary source.*
- performing specific processes, such as:
  - selecting and revising a topic.
  - choosing relevant resources.
  - taking focused notes.
  - developing a supportable thesis.
  - writing and revising in response to a research question
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students choose or are assigned a topic.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

### Learning Design

# WGSD Curriculum -- Gifted 11/AP Language and Composition

## Collaborative Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-

	<p>reasoned exchange of ideas. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1b</a>)</p> <ul style="list-style-type: none"> <li>● propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1c</a>)</li> <li>● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1d</a>)</li> <li>● evaluating the credibility and accuracy of information presented.</li> <li>● evaluating a speaker's point of view, logic, ethos, and pathos and use of rhetoric.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>consensus, paraphrase, point of view, Socratic circle, textual support, evidence, bias, perspective, rhetoric and rhetorical strategies.</i></li> <li>● Performing specific processes, such as: <ul style="list-style-type: none"> <li>● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li> <li>● preparing for participation in a discussion.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students engage in academic discourse through Socratic Circles
- Students debrief process and product of the collaborative discussion.

Learning Design



# WGSD Curriculum -- Analysis and Synthesis of Multiple Sources

## Gifted 12/ AP English Literature and Composition

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

#### Learning Goal

Students will be able to critically evaluate multiple sources of information, including multiple interpretations of a story, drama, or poem, in different media or formats.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple critical interpretations of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*,

*archetype.*

- performing specific processes, such as:
  - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
  - locating information from multiple sources presented in different media or formats, including words.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

### Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Course Content

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

#### Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - analyzing how the literary and historical period of a given work influences the content and multiple themes.
  - constructing a range of sophisticated, plausible interpretations of a given work.
  - analyze the way in which the philosophical and scientific movements of a historical period of a given work influence the content and multiple themes
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing and recalling specific vocabulary, such as:

	<p><i>Freytagian, Baroque, Neoclassical, Romanticism, Aesthetic Movement, Modernism, Post-Freudian, Post-Modernism, gothic, female gothic.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ identifying the literary period of a given work.</li> <li>○ demonstrating comprehension of a given work.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students read, discuss, and write about a wide range of British texts written from the 17th century until the present.</li> </ul>
<p><u>Learning Design</u></p>

WGSD Curriculum – Gifted 12/ AP English Literature & Composition  
Determining Theme  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one other; students also analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes are communicated

	<p>to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</p> <ul style="list-style-type: none"> <li>● flexibly applying the core ideas from one or more schools of literary criticism.</li> <li>● applying philosophical or scientific ideas to multiple texts.</li> <li>● providing an objective summary of a literary text, taking care to note key and specific details from the work.</li> <li>● creating a fictional work in which themes from one text are applied to a different text or time period</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>motif</i>, <i>theme</i>.</li> <li>● performing basic processes, such as <ul style="list-style-type: none"> <li>○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.</li> <li>○ annotating a theme in a literary text.</li> <li>○ identifying thematic similarities in two major literary texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will trace the development of two or more teacher-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Capstone  
Gifted 12/ AP English Literature & Composition  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Learning Goal

Students will be able to conduct an autonomous research project that further develops an individual interest in a curricular or cross-curricular area.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- developing an original hypothesis that draws on and explores a passion related to their high school curricular experience.
  - gathering and synthesizing information from a broad range of sources and media in order to support and develop the hypothesis.
  - writing a well reasoned research paper that argues the original hypothesis.
  - teaching the topic to the class in an engaging presentation that shows thorough mastery of the topic.
- 2: The student demonstrates he/she is nearing the learning goal by



- performing specific processes, such as:
  - developing a topic with good potential.
  - writing a competent research paper that addresses the topic in a thorough but not original manner.
  - presenting the research to the class in a clear and well organized fashion.

1: The student demonstrates little understanding or skill with the learning goal.

### Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

### Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Citing Textual Evidence

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.1](#)
- [CCSS.ELA-Literacy.RL.11-12.1](#)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

### Learning Goal

Students analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - analyzing a sophisticated literary text to draw complex inferences regarding the author's meaning and intent.
  - evaluating inferences drawn from the text, especially focusing on areas where the author's meaning and intent is intentionally ambiguous.
  - evaluating the potential implications of the author's meaning and

	<p>intent, including where it is left uncertain.</p> <ul style="list-style-type: none"> <li>● citing apt textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>.</li> <li>● performing basic processes, such as <ul style="list-style-type: none"> <li>○ describing what a collegiate-appropriate literary text says explicitly and draw logical inferences from it regarding author's meaning and intent.</li> <li>○ citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

### Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

### Learning Design

# WGSD Curriculum -- Collaborative Discussions

## Gifted 12/ AP English Literature & Composition

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1c</a> )</p> <ul style="list-style-type: none"> <li>● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1d</a>)</li> <li>● integrating multiple sources of information presented, evaluating their credibility and accuracy.</li> <li>● evaluating a speaker’s point of view, logic, and use of rhetoric.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● Working with peers to set rules for collegial discussions and decision making.</li> <li>● Participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li> <li>● Preparing for participation in a discussion.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Conventions of Standard English

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
  - resolving issues of complex or contested usage, consulting references as needed.
- 2: The student demonstrates he or she is nearing the learning goal by
- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, absolute, gerund, subjunctive*
  - performing basic processes, such as:

- using grade-appropriate grammar and usage in context.

1: The student demonstrates little understanding or skill with the learning goal.

### Learning Targets

- Students revise their original compositions to improve style and increase effectiveness.

### Learning Design

# WGSD Curriculum – Gifted 12/ AP English Literature & Composition

## Analysis of Writer’s Point of View, Purpose, and Structure

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students are able to appraise the author’s purpose and effectiveness in using rhetorical techniques such as irony and point of view.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3 The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>• analyzing a point of view in a literary text to determine its impact on meaning.</li><li>• distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).</li><li>• analyzing how the style and content of a literary text that is particularly effective contributes to the power, persuasiveness, or beauty of the text.</li></ul> 2: The student demonstrates he/she is nearing the learning goal by



	<ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, purpose, litotes, meiosis, invective, extradiegetic and intradiegetic narrator, rhetorical devices and literary devices.</i></li> <li>● Performing basic processes, such as <ul style="list-style-type: none"> <li>● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a college-level text.</li> <li>● determining point of view in a literary text.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Annotating literary works for point of view, especially in frame narratives
- Analyzing satirical technique for purpose and effectiveness
- Analyzing the purpose of technical choices, especially in poetry

Learning Design

WGSD Curriculum -- Presentation of Information  
Gifted 12/ AP Literature and Composition  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>● presenting information, findings, and supporting evidence clearly, concisely, and logically.</li><li>● making strategic use of multimedia and digital media.</li><li>● choosing flexibly among rhetorical techniques according to task purpose.</li><li>● demonstrating a command of academic English.</li></ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>● making use of some digital resources.</li><li>● demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students are given an array of choices in presentation formats.

Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Vocabulary Acquisition and Use

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● using context as a clue to the meaning of a word or phrase. (<a href="#">CCSS.ELA-Literacy.L.11-12.4a</a>)</li><li>● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (<a href="#">CCSS.ELA-Literacy.L.11-12.4b</a>)</li><li>● consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.11-12c</a>)</li></ul>

	<ul style="list-style-type: none"> <li>• understanding the connotations of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</li> <li>• recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a)</li> <li>• correctly using domain-specific vocabulary in context of the analysis of literature. ( CCSS.ELA-Literacy.L.11-12.5b)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling basic vocabulary, such as: stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</li> <li>• performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design

# WGSD Curriculum -- Gifted 12/ AP Literature and Composition

## Writing Critical Analysis

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

### Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing assertions fairly and thoroughly, supplying the most apt evidence while pointing out the strengths and limitations of that assertion in a sophisticated manner.
- applying previously introduced schools of literary criticism to the text with

	<p>precision and insight.</p> <ul style="list-style-type: none"> <li>● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.</li> <li>● establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.</li> <li>● writing under extended deadlines outside of class and on demand with a time limit in class.</li> <li>● revising in response to teacher and peer feedback.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary such as: <i>assertion, evidence, analysis, hegemony, affective fallacy, New Critical Analysis, Psychological Criticism, Freudian, Jungian, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism, Structuralism, Archetypall Criticism.</i></li> <li>● performing basic processes such as: <ul style="list-style-type: none"> <li>● creating a valid assertion and using summary to provide relevant evidence in support.</li> <li>● distinguish among the schools of literary criticism.</li> <li>● establishing a formal style and achieving consistency with help.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- The student writes appropriate introductions to AP-style essays.

- The student distinguishes the relationship between claims or assertions, supporting evidence, and analysis of the text to address major themes.
- The student analyzes College Board-provided exemplar essays.
- The student writes essays about works of literary merit using the schools of criticism.
- The student revises essays in part or whole in response to feedback from teacher and/or peers.

### Learning Design



WGSD Curriculum -- Honors U.S. English  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>● choosing words and phrases for effect.</li><li>● correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).</li><li>● choosing punctuation for effect.</li><li>● recognizing and replacing vague pronouns.</li><li>● recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.</li><li>● using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.</li><li>● varying sentence patterns for meaning, reader/listener interest, and style.</li><li>● choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.</li><li>● recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.</li></ul>

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</li> <li>● using grade-appropriate grammar and usage in context and in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, organizational choices, formal and informal logic, and/or theme in a variety of texts.
- analyzing the effect of rhetorical devices and strategies and literary techniques in a variety of texts.
- evaluating a critical theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style, and other literary and rhetorical terms from a teacher-provided list.*
- performing specific processes, such as:
  - reading seminal fiction and nonfiction texts from the 17th century to the present day.
  - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
  - identifying rhetorical strategies.
  - recognizing important themes that occur in multiple works.
  - recognizing the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- Students will analyze the effect of rhetorical devices and literary techniques in a variety of texts.
- Students will evaluate an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read and comprehend seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical devices.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- accurately citing appropriate and sufficient textual evidence to support complex analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

	<p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote incorporation, transition.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.</li><li>● Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.</li></ul></li></ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will analyze critical texts to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Course Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- [CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural and historical literacy through the knowledgeable interpretation and analysis of contemporary and

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.



canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

- 3: Student demonstrates mastery of the learning goal by
- explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
  - analyzing culturally-specific themes across American literary periods.
  - identifying and analyzing rhetorical strategies and how they function in a text to accomplish an author's purpose.
  - analyzing multiple interpretations of texts through literary criticism.
  - constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.
- 2: Student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific literary genre vocabulary, such as: *Puritanism, Rationalism, Romanticism (Gothic and Transcendentalism), Realism (Naturalism and Regionalism), Modernism, and Postmodernism.*
  - recognizing or recalling specific rhetorical vocabulary, such as: *diction, figurative language, imagery, structure, syntax, ethos, pathos and logos.*
  - analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices.
  - identifying the cultural context of a given work.
  - identifying common rhetorical strategies.
  - identifying an author's purpose with textual support.
  - tracing common cultural themes across American literary periods.
- 1: Student demonstrates little understanding or skill with the learning goal.

## Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories and rhetorical lenses.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary and/or historical period.

## Learning Design

# WGSD Curriculum -- Honors U.S. English ACC

## Argument Writing

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Student will be able to write grade-appropriate arguments.	4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: Student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● writing thoughtful grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using critical, valid reasoning and relevant and sufficient evidence.</li><li>● introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. (<a href="#">CCSS.ELA-Literacy.W.11-12.1a</a>)</li><li>● developing claims and counterclaims fairly and extensively, supplying relevant evidence for each while pointing out the strengths and limitations of both, and</li></ul>

	<p>anticipating the audience's knowledge level, concerns, values, and possible biases. (<a href="#">CCSS.ELA-Literacy.W.11-12.1b</a>)</p> <ul style="list-style-type: none"><li>● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (<a href="#">CCSS.ELA-Literacy.W.11-12.1c</a>)</li><li>● establishing and maintaining an appropriate formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li><li>● providing a concluding statement or section that follows from and supports the argument presented. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i></li><li>● performing basic processes such as<ul style="list-style-type: none"><li>○ identifying claims and counterclaims from teacher-provided examples.</li><li>○ articulating specified patterns of logical sequence for argumentation.</li><li>○ establishing a claim and providing relevant evidence for the claim.</li><li>○ writing arguments using a teacher-provided template.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will write thoughtful grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence.
- Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases.
- Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- Students will establish and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

### Learning Design

WGSD Curriculum -- Honors US Studies ACC  
 Collaborative Discussion  
 DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - [CCSS.ELA-Literacy.SL.9-10.1c](#) 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.
  - [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

with peers.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative critical discussions, including one-on-one, small group, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas.
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, and other terms from a teacher-provided list.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.

- preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

### Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

### Learning Design



WGSD Curriculum – Honors US Studies ACC

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- [CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) Analyze nuances in the meaning of words with similar denotations.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another across multiple literary periods and works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas

	<p>over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.</p> <ul style="list-style-type: none"> <li>● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as analytical support.</li> <li>● providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i></li> <li>● Performing basic processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li> <li>○ identifying some rhetorical strategies.</li> <li>○ providing an objective summary of a text.</li> <li>○ identifying aspects of the rhetorical situation.</li> <li>○ identifying thematic similarities in two major texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will analyze the development of two themes or central ideas over the course of a text, including how the

themes interact with and support each other.

- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- Students will provide an objective summary of a text, taking care to note key and specific details from the work.

Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Presentation of Information

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- presenting insightful information, findings, and supporting evidence clearly, concisely, and logically.
  - making strategic use of multimedia and digital media.
  - choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
  - demonstrating a proficient command of formal English.
- 2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting complex research projects in response to a historical prompt.
- using advanced database searches effectively and thoughtfully..

- evaluating source material, including primary source documents, for relevance and reliability.
- annotating and organizing information from sources systematically, utilizing both MLA and Chicago Style formatting when appropriate..
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, search terms, boolean operators.*
- performing specific processes, such as:
  - selecting and revising an appropriate topic.
  - writing and revising a thesis of critical evaluation.
  - choosing relevant resources.
  - taking effective notes.
  - writing and revising in response to a research question
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate MLA and Chicago Style citations.
  - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

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### Learning Targets

- Students choose a topic of critical significance in American history.
- Students utilize effective database search methods.
- Students develop and revise a clear and supportable argumentative thesis.
- Students collect relevant and varied sources, including primary source documents.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.
- Students combine research from various sources and organize ideas both systematically and logically.

### Learning Design



# WGSD Curriculum -- Honors US Studies ACC

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. ([CCSS.ELA-Literacy.L.11-12.4c](#))

	<ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations but differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</li> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, and other rhetorical and literary terms from a teacher-provided list.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Writers Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- critically analyzing both a point of view and shifts in point of view in a literary text and critiquing their impact on meaning.
- distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement) and synthesizing the author's syntactical intention.
- analyzing and critiquing an author's establishment of mood and tone.
- analyzing and critiquing an author's structural choices, such as flashback, in medias res, and mixed genres.

2: The student demonstrates he/she is nearing the learning goal by

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms from a teacher-provided list.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>● recognizing and understanding examples of satire, sarcasm, irony, and understatement in a literary text.</li><li>● determining point of view in a literary text.</li><li>● identifying mood, tone, and structural techniques.</li></ul></li></ul> |
|--|--|

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

### Learning Design

WGSD Curriculum -- College Reading  
Comprehension  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will be able to comprehend thesis statements, implied main ideas, and author's patterns in complex academic texts.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- evaluating the relevance of ideas supporting the thesis.
  - evaluating the purpose of the author's choice of organizational pattern.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing and recalling specific vocabulary, such as *thesis, supporting details, transitions, list, sequence, definition, comparison-contrast, cause-effect, spatial order*.
  - performing specific processes, such as
    - identifying the ideas supporting the thesis.
    - identifying transitions words that indicate the author's choice of rhetorical pattern.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<ul style="list-style-type: none"><li>•</li></ul> <p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>

# WGSD Curriculum -- College Reading

## Critical Reading

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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### Learning Goal

Students will be able to evaluate the author's purpose, bias, tone, and intended audience in order to make complex inferences and deductions about academic texts.

### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- evaluating fact versus opinion.
  - evaluating the strength of an author's argument based on the evidence presented.
  - forming judgments about the reliability and usefulness of an academic text.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing and recalling specific vocabulary, such as *critical thinking inductive, deductive, propaganda, logic*.
  - performing specific processes, such as
    - discriminating fact from opinion.
    - discriminating weak from strong evidence.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>



# WGSD Curriculum -- College Reading

## Vocabulary

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.4](#) 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.

#### Learning Goal

Students will be able to determine the meaning of words in complex academic texts based upon context clues and their affixes.

#### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - using context clues to determine the meaning of unknown words
  - using transitions words, punctuation, and pronoun references to identify author's rhetorical patterns.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing and recalling specific vocabulary, such as *context clue*, *affix*, *comma*, *parenthesis*, *bracket*, *dash*, *colon*, *signal words*.
  - performing specific processes, such as
    - identifying the types of context clues that help determine the meaning of an unknown word.
    - identifying the words, punctuation and pronoun references that identify an author's rhetorical patterns.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

WGHS Curriculum -- Journalism  
Advertising  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Missouri Marketing I Instructional Framework

**G: Standard:** Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

Learning Goal

Students will be able to conduct research, sell advertising, and create display advertisements.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the relationship between a type of business and its target customer.
- creating a display ad that appeals to a targeted customer.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, advertising policy, appeals (physical, emotional, logical), desires (physical, safety, love, self-esteem, psychological), headline, art or graphic, slogan, logo, tearsheet, contract, and penny press.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ gathering information about a business.</li><li>○ prioritizing information.</li><li>○ creating display advertisement.</li><li>○ selling (roleplaying) the advertisement.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- The students will evaluate ads for appeals and desires.
- The students will conduct a business study.
- The students will create display ads.
- The students will put together a marketing kit.
- The students will roleplay a sales situation in which they will sell advertising.

WGHS Curriculum – Journalism  
Graphic Design  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

National Business Education Association Standards

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to synthesize graphics, copy, and navigational elements to create pages for a news magazine.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- integrating photos, artwork, articles, and headlines into publishable

	<p>pages for a news magazine with consistency of style and following general rules of design.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, headline, art or graphic, photograph, crop, center, justified copy, pica, point, dropped cap, kicker, hammer, subhead, banner, spread, spread headline, natural spread or centerfold, gutter, external margin, internal margin, eyeline, cutline, text wrap, folio, folio line, masthead, nameplate, standing head, butting headlines, tint blocks or screens, overburned type, reversed type, trapped copy or white space, white space, font, bleeds, dominant photo, and rule.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ placing page elements.</li> <li>○ editing copy.</li> <li>○ cropping and otherwise editing graphics and photos.</li> <li>○ evaluating final product.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- The students will create pages using journalist rules of design and the paper's style.
- The students will edit copy on those pages.

- The students will evaluate all the news magazine's pages.

Learning Design

# WGHS Curriculum – Journalism

## History

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Learning Goal

Students will be able to trace historic challenges to freedom of the press and apply them to current challenges.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - recognizing challenges to freedom of the press and trends in technology which have affected the way journalists ply their trade.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing or recalling specific vocabulary, such as *censorship*, *sedition libel*, *Stamp Act*, *published by authority*, *taxation*, *prior restraint*, *printing press*, *Star Chamber*, *linotype*, *photojournalism*,



	<p><i>yellow journalism, sensationalism, privacy rights, Pentagon Papers, Watergate, Near vs. Minnesota, Times vs. Sullivan, Griswold vs. Conn., Woodward and Bernstein, penny press, Benjamin Day, John Peter Zenger, John Campbell, Andrew Hamilton, Alexander Hamilton, Joseph Pulitzer, William Randolph Hearst, teletype, Internet, World Wide Web, ARPANet, and Boston Newsletter.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ discussing ethical and legal issues involving the press.</li> <li>○ researching an area of journalism history.</li> <li>○ presenting findings of that research.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will discuss historical legal and ethical issues.
- The students will do research on an area of historical journalism and share their findings.

Learning Design

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# WGHS Curriculum -- Journalism

## Law

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.WHST.11-12.1](#) Write arguments focused on *discipline-specific content*.

High School TILS Strand IX: Synthesising information and creating new knowledge Use chosen information sources to articulate and analyse new problems in your field.

Learning Goal

Students will be able to conduct research and write news, feature, and opinion stories for publication that adhere to and acknowledge the legal limitations and protections of the press.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - recognizing legal limitations on the press and utilizing the legal protections of the press.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing or recalling specific vocabulary, such as *censorship, taxation, gag law, common law, statutory law, case law, Constitutional law, criminal law, civil law, libel, libel per se, libel per quod, malice in law, malice in fact, actual malice, reckless disregard, tort, qualified privilege, absolute privilege,*

	<p><i>fair comment and criticism, good faith retraction, innocent construction rule, shield law, First Amendment, Sixth Amendment, privacy, technical trespass, sunshine law, FOIA, copyright, fair use, special damages, general damages, punitive damages plaintiff and defendant.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ discussing specific cases.</li> <li>○ evaluating best defense.</li> <li>○ writing a brief to indicate legal justification.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● The students will take part in a mock trial where in teams will determine what legal fault (if any) a newspaper has and what legal defences may be invoked.</li> <li>● The students will write stories while avoiding invasion of privacy, libel, or copyright infringement.</li> </ul>
<p><u>Learning Design</u></p>

WGHS Curriculum – Journalism  
 Photography  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to take and edit photographs to accompany and illustrate articles.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery with the learning goal by</p> <ul style="list-style-type: none"> <li>• photographing newsworthy subjects.</li> <li>• selecting the appropriate photograph to accompany or illustrate a given article.</li> <li>• editing photographs for page composition and accuracy.</li> <li>• writing cutlines for photographs.</li> </ul>

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such, <i>copyright, crop, grayscale, resolution, rule of thirds, dominant photograph, focal point, symmetry, lines, shapes, texture, framing, portrait, lighting, panning, selective focus, stop action, backlighting, silhouette, iso or asa, cutline, and byline.</i></li> <li>● performing specific processes, such as<ul style="list-style-type: none"><li>● shooting photographs.</li><li>● editing photographs.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● The students will take photographs to illustrate topics or events.</li><li>● The students will edit those photographs.</li><li>● The students will write cutlines for those photographs.</li><li>● The students will evaluate those photographs.</li></ul>
<p><u>Learning Design</u></p>

# WGHS Curriculum -- Journalism

## Video

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences. (publisher, and place of publication)

## Learning Goal

Students will be able to conduct research and create video news features.

## Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- producing accurate, concise, and stylistically consistent videos that follow conventions of news, feature, and opinion writing.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such *news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, green screen, chroma key, voice over, copyright, sound effect, audio or soundtrack, video track, crop, rolling title, dissolve, transition, font, still title, rolling title, and crawling title.*
- performing specific processes, such as
  - gathering information.
  - determining most important information.
  - organizing the information.
  - using video to collect images and sound bites.
  - editing images and sounds into video news features.
  - exporting the final product.

1: The student demonstrates a limited understanding or skill with the learning

goal.

### Learning Targets

- The students will research a topic or event.
- The students will collect images, interviews, and sound bites.
- The students will edit sounds and images into a news feature video.
- The students will evaluate the video.

### Learning Design



# WGHS Curriculum -- Journalism

## Writing

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

<p>Students will be able to conduct research and write news, feature, and opinion stories for publication.</p>	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● producing accurate, concise, and stylistically consistent articles that follow conventions of news, feature, and opinion writing.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>editorial, editorial column, op-ed piece, column, review, news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, lead, inverted pyramid, direct quote, indirect quote, and sports story.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ gathering information.</li> <li>○ determining most important information.</li> <li>○ organizing the information.</li> <li>○ editing stories containing the information for style, conciseness, and editorializing.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will write news briefs.
- The students will write news stories in inverted pyramid.
- The students will write feature stories.

- The students will write profiles.
- The students will write sports stories.
- The students will write reviews.
- The students will edit copy for style, conciseness, and editorializing.

Learning Design

# WGSD Curriculum -- AP Language and Composition

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
  - analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>fallacies, teacher-provided list of terms relating to diction and syntax, speaker, audience, purpose, ethos, pathos and logos, cultural assumptions, and syllogism.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.</li> <li>● identifying rhetorical strategies of both diction and syntax in a variety of texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical strategies of diction and syntax.

Learning Design

# WGSD Curriculum -- AP Language and Composition

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support complex analysis of a text or texts.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit.*
- performing specific processes, such as:
  - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected and student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in an analysis.

### Learning Design

# WGSD Curriculum -- AP Language and Composition

## Content

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
- By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how cultural contexts surrounding a given work influence content, style, and themes.
- identifying and analyzing rhetorical strategies and how they work to accomplish an author's purpose.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *diction, figurative language, imagery, structure, syntax, ethos,*



*pathos and logos.*

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying some rhetorical strategies.
- identifying an author's purpose with textual support.

1: Student demonstrates little understanding or skill with the learning goal.

### Learning Targets

Students will read, discuss, and analyze contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

### Learning Design

WGSD Curriculum – Determining Theme  
AP Language & Composition  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another; students will also be able to analyze a single theme or central idea across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes or central ideas are

	<p>communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as support.</p> <ul style="list-style-type: none"> <li>● providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i></li> <li>● Performing basic processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li> <li>○ identifying some rhetorical strategies.</li> <li>○ providing an objective summary of a text.</li> <li>○ identify some aspects of the rhetorical situation.</li> <li>○ Identifying thematic similarities in two major texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will trace the development of two or more teacher-identified themes in a college-level text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a college-level text text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

# WGSD Curriculum -- AP Language and Composition

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the vocabulary of rhetorical analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>derivatives, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations but differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.4d</a>)</li> <li>● interpreting figurative language.</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature and nonfiction texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, essential rhetorical terms.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words in and out of context with their definitions.
- Students identify connotation of words in context.
- Students use new words correctly in original compositions.
- Students practice applying rhetorical strategies to original compositions.

### Learning Design

# WGSD Curriculum -- AP Language and Composition

## Collaborative Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-

	<p>reasoned exchange of ideas. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1b</a>)</p> <ul style="list-style-type: none"> <li>● propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1c</a>)</li> <li>● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. (<a href="#">CCSS.ELA-Literacy.SL.9-10.1d</a>)</li> <li>● evaluating the credibility and accuracy of information presented.</li> <li>● evaluating a speaker's point of view, logic, and use of rhetoric.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.</i></li> <li>● Performing specific processes, such as: <ul style="list-style-type: none"> <li>● working with peers to establish rules for collegial discussions and decision making.</li> <li>● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li> <li>● preparing for participation in a discussion.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets



- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students engage in academic discourse through Socratic Circles
- Students debrief process and product of the collaborative discussion.

Learning Design

# WGSD Curriculum -- AP Language and Composition

## Presentation of Information

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- Presenting information, findings, and supporting evidence clearly, concisely, and logically.
- Making strategic use of multimedia and digital media.
- Choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.

	<ul style="list-style-type: none"> <li>● Demonstrating a command of formal English.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li> <li>○ making use of some digital resources.</li> <li>○ demonstrating awareness of the conventions of academic English.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- AP Language and Composition

## Argument Writing

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Learning Goal

Student will write grade-appropriate arguments.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))
- using words, phrases, and clauses as well as varied syntax to link the major

	<p>sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (<a href="#">CCSS.ELA-Literacy.W.11-12.1c</a>)</p> <ul style="list-style-type: none"> <li>● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li> <li>● providing a concluding statement or section that follows from and supports the argument presented. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim/ rebuttal, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i></li> <li>● performing basic processes such as <ul style="list-style-type: none"> <li>○ identifying claims and counterclaims from teacher-provided examples.</li> <li>○ articulating specified patterns of logical sequence for argumentation.</li> <li>○ establishing a claim and providing relevant evidence for the claim.</li> <li>○ writing arguments using a teacher-provided template.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence.</li> <li>● Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience’s knowledge level, concerns, values, and possible biases.</li> <li>● Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and</li> </ul>
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clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- Students will establish and maintain a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

# WGSD Curriculum -- AP English Language & Composition

## Conventions of Standard English

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

#### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
  - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
  - choosing punctuation for effect.
  - recognizing and replacing vague pronouns.
  - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
  - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
  - varying sentence patterns for meaning, reader/listener interest, and style.
  - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
  - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</li> <li>● using grade-appropriate grammar and usage in context and in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design



# WGSD Curriculum -- AP Language and Composition

## Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and complex research projects in response to a prompt.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, source citation, Works Cited, synthesize, documentation, annotation, plagiarism, credibility, reliability, database, primary and secondary source.*
- performing specific processes, such as:
  - selecting and revising a topic.
  - choosing relevant resources.
  - taking focused notes.
  - developing a supportable thesis.
  - writing and revising in response to a research question
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

### Learning Design

# WGSD Curriculum -- AP Language and Composition

## Writers Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing a variety of rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying point of view and shifts in point of view and analyzing their effect.
- identifying and analyzing a wide range of techniques of diction and syntax.
- detailing how an author establishes mood and tone.
- identifying a wide range of structural techniques and analyzing how those choices impact meaning.
- distinguishing satirical writing from literal writing, including naming specific techniques and discussing their impact.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *diction, connotation, imagery, syntax, satire, irony, understatement, point of view, purpose, flashback, cause and effect, problem/ solution, and other rhetorical terms.*
- performing specific processes, such as
  - determining point of view and shifts in point of view.
  - identifying techniques of diction and syntax.
  - identifying mood, tone, and structural techniques.
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical terms.
- Students practice identifying and creating rhetorical techniques.
- Students analyze the effect of diction and syntax in a variety of texts.
- Students identify and analyze point of view and shifts in point of view.
- Students identify and analyze structural choices and how they affect theme and/or message.
- Students examine satirical techniques and analyze their effectiveness.

### Learning Design

# WGSD Curriculum -- Modern International Literature ACC

## Citing Evidence

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Learning Goal

Students will be able to analyze a Modernist, twentieth-century text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- analyzing a college-level text to draw substantiated inferences regarding the author's meaning and intent.
  - evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
  - evaluating the implications of the author's meaning and intent.
  - citing substantial textual evidence to support in-depth inferential analysis of a text or texts.
  - skillfully incorporating textual evidence in composition and discussion.
- 2: The student demonstrates he/she is nearing proficiency by
- recognizing or recalling specific vocabulary, such as *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

*incorporation, transition.*

- performing specific processes, such as
  - describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a college-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the implications of the author's meaning and intent.
- Students will cite substantial textual evidence to support in-depth inferential analysis of a text or texts.
- Students will skillfully incorporate textual evidence in composition and discussion.

### Learning Design

WGSD Curriculum -- Modern International Literature ACC  
Analysis and Synthesis of Source Material  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including representative 20th century international texts.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in literary criticism.
- analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.
- interpreting texts using a variety of critical theory applications.



	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: explicate, critical theory, controlling idea; New Critical, Feminist, and Post-Colonial Critical Theory.</li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.</li> <li>● identifying rhetorical strategies of both diction and syntax in a variety of texts.</li> <li>● identifying and explaining different schools of critical theory.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
- Students will analyze the effect of rhetorical strategies of both diction and syntax in a variety of texts.
- Students will interpret texts using a variety of critical theory applications.

Learning Design

# WGSD Curriculum -- Modern International Literature ACC

## Course Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)  
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to conduct knowledgeable interpretation and analysis of 20th century Modernist fiction, nonfiction, and visual texts.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
  - analyzing historical, cultural, and political themes across international literary movements.
  - evaluating multiple interpretations of texts through literary criticism and theory.

	<ul style="list-style-type: none"> <li>● constructing sophisticated interpretations and insightful analyses of literary works in isolation and/or in conjunction with other works across a number of literary periods.</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>Modernist, Postmodern, Magical Realist, Existentialist, Absurd, stream-of consciousness, free indirect discourse, internal monologue, frame narrative, Avant Garde, exegesis</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>● analyzing the influence of the Modernist period on texts' themes, subjects, and authorial styles.</li> <li>● identifying the historical and cultural context of a given work.</li> <li>● tracing common cultural themes within the Modernist literary period.</li> </ul> </li> </ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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### Targets

- Students will analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze historical, cultural, and political themes across international literary movements.
- Students will evaluate multiple interpretations of texts through literary criticism and theory.
- Students will construct sophisticated interpretations and insightful analyses of literary works in isolation and/or in conjunction with other works across a number of literary periods.

WGSD Curriculum – Modern International Literature ACC  
Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a Modernist literary text and analyze them in isolation and in relation to one another.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing and assessing the development of two themes or central ideas over the course of a text, including how the themes interact with and support or conflict with each other.
- analyzing the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>theme, purpose, audience, tone, mood, motif</i>.</li><li>● performing basic processes, such as:<ul style="list-style-type: none"><li>○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li><li>○ identifying some rhetorical strategies.</li><li>○ providing an objective summary of a text.</li><li>○ identifying some aspects of the rhetorical situation.</li><li>○ Identifying thematic similarities in two major texts.</li><li>○ providing an objective summary of a text, taking care to note key and specific details from the work.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will analyze and assess the development of two themes or central ideas over the course of a text, including how the themes interact with and support or conflict with each other.
- Students will analyze the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

Learning Design

WGSD Curriculum -- Modern International Literature ACC  
Writing Critical Analysis  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students will be able to write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing claims and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.

- applying previously introduced schools of literary criticism accurately to the text.
- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.
- revising in response to teacher and peer feedback.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling basic vocabulary such as: *assertion, evidence, analysis, New Critical Analysis, Psychological Criticism, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism.*
- performing basic processes such as:
  - creating a valid assertion and using summary to provide relevant evidence in support.
  - distinguish among the schools of literary criticism.
  - establishing a formal style and achieving consistency with help.

1: The student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum -- Modern International Literature ACC  
Collaborative Discussions  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions



	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.11-12.1c</a>)</p> <ul style="list-style-type: none"><li>● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (<a href="#">CCSS.ELA-Literacy.SL.11-12.1d</a>)</li><li>● integrating multiple sources of information presented, evaluating their credibility and accuracy.</li><li>● evaluating a speaker's point of view, logic, and use of rhetoric.</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● working with peers to set rules for collegial discussions and decision making.</li><li>● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li><li>● preparing for participation in a discussion.</li></ul></li></ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Socratic discussions.

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.</li> <li>● resolving issues of usage, consulting references as needed.</li> </ul> <p>2: The student demonstrates he or she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recalling or recognizing basic vocabulary, such as: <i>phrase, clause, subject, object, complement, participial, appositive, gerund.</i></li> <li>● performing basic processes, such as             <ul style="list-style-type: none"> <li>○ using grade-appropriate grammar and usage in context.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

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### Learning Targets

- Students practice a variety of sentence patterns in isolation.
- Students revise their original compositions to improve style and increase effectiveness.(active/passive) and mood.

### Learning Design

WGSD Curriculum -- Modern International Literature ACC  
Analysis of Writer's Point of View, Purpose, and Structure  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Learning Goal

The student will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques such as irony and point of view.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3 The student demonstrates mastery of the learning goal by
- analyzing a point of view in a sophisticated text to determine its impact on meaning.
  - distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).
  - analyzing how the style and content of a sophisticated text that is particularly effective contributes to the power, persuasiveness, or beauty of the text.
- 2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *satire, irony, point of view, understatement, purpose, parallelism, anaphora*.
- performing basic processes, such as
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a sophisticated text.
  - determining point of view in a college-level text.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students will identify and analyze satiric techniques in sophisticated texts.
- Students will identify and analyze point of view in sophisticated texts.

### Learning Design

# WGSD Curriculum -- Modern International Literature ACC

## Presentation of Information

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of digital media.

	<ul style="list-style-type: none"> <li>● choosing flexibly among rhetorical techniques according to task purpose.</li> <li>● demonstrating a command of academic English.</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>purpose, audience, occasion, tone, inflection, and poise</i>.</li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>● making adequate presentations to an audience of peers after making teacher-suggested revisions.</li> <li>● making use of some digital resources.</li> <li>● demonstrating awareness of the conventions of academic English.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students discuss the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

# WGSD Curriculum -- Modern International Literature ACC

## Vocabulary Acquisition and Use

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Learning Goal

Students will be able to demonstrate command of both general grade-level vocabulary and the vocabulary specific to literary studies.

### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.11-12c](#))
- understanding the connotations of words with similar denotations.



	<p>(<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</p> <ul style="list-style-type: none"> <li>● recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i></li> <li>● performing basic processes such as recognizing grade-level words and the vocabulary of literary criticism in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

### Learning Design

WGHS Curriculum -- Newspaper Production  
Advertising  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Missouri Marketing I Instructional Framework

**G: Standard:** Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

Learning Goal

Students will be able to conduct research, sell advertising, and create display advertisements.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the relationship between a type of business and its target customer.
- creating a display ad that appeals to a targeted customer.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, advertising policy, appeals (physical, emotional, logical), desires (physical, safety, love, self-esteem, psychological), headline, art or graphic, slogan, logo, tearsheet, contract, and penny press.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ gathering information about a business.</li><li>○ prioritizing information.</li><li>○ creating display advertisement.</li><li>○ selling (roleplaying) the advertisement.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- The students will evaluate ads for appeals and desires.
- The students will conduct a business study.
- The students will create display ads.
- The students will put together a marketing kit.
- The students will roleplay a sales situation in which they will sell advertising.

<u>Learning Design</u>

# WGHS Curriculum -- Newspaper Production

## Ethics

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Press Rights and Responsibility.

#### Learning Goal

Students will be able to make ethical decisions based on a given body of information.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - basing an ethical decision on an analysis of given information, recognition of the information not available, motivations of the all stakeholders, and short/long term consequences.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing or recalling specific vocabulary, such as *stakeholder*,

*ethics, plagiarism, conflict of interest, payola, confidentiality, withholding information, privacy, genderism, and diversity.*

- performing specific processes, such as
  - determining stakeholders' motivations.
  - determining short term consequences.
  - determining long term consequences.
  - determining missing information.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- The students will discuss antinomian, situationist, and absolutist schools of thought.
- The students will review the SPJ code of ethics.
- The students will discuss examples of ethical dilemmas.
- The students will evaluate photographic manipulation with regards to "truthtelling."
- The students will discuss media manipulation of the news in general.

### Learning Design

# WGHS Curriculum – Newspaper Production

## Graphic Design

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

National Business Education Association Standards

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to synthesize graphics, copy, and navigational elements to create pages for a news magazine.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- integrating photos, artwork, articles, and headlines into publishable

	<p>pages for a news magazine with consistency of style and following general rules of design.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, headline, art or graphic, photograph, crop, center, justified copy, pica, point, dropped cap, kicker, hammer, subhead, banner, spread, spread headline, natural spread or centerfold, gutter, external margin, internal margin, eyeline, cutline, text wrap, folio, folio line, masthead, nameplate, standing head, butting headlines, tint blocks or screens, overburned type, reversed type, trapped copy or white space, white space, font, bleeds, dominant photo, and rule.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ placing page elements.</li> <li>○ editing copy.</li> <li>○ cropping and otherwise editing graphics and photos.</li> <li>○ evaluating final product.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- The students will create pages using journalist rules of design and the paper's style.
- The students will edit copy on those pages.



- The students will evaluate all the news magazine's pages.

Learning Design

# WGHS Curriculum -- Newspaper Production

## Law

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.WHST.11-12.1](#) Write arguments focused on *discipline-specific content*.

High School TILS Strand IX: Synthesising information and creating new knowledge Use chosen information sources to articulate and analyse new problems in your field.

Learning Goal

Students will be able to conduct research and write news, feature, and opinion stories for publication that adhere to and acknowledge the legal limitations and protections of the press.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - recognizing legal limitations on the press and utilizing the legal protections of the press.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing or recalling specific vocabulary, such as *censorship, taxation, gag law, common law, statutory law, case law, Constitutional law, criminal law, civil law, libel, libel per se, libel per quod, malice in law, malice in fact, actual malice, reckless disregard, tort, qualified privilege, absolute privilege,*

	<p><i>fair comment and criticism, good faith retraction, innocent construction rule, shield law, First Amendment, Sixth Amendment, privacy, technical trespass, sunshine law, FOIA, copyright, fair use, special damages, general damages, punitive damages plaintiff and defendant.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ discussing specific cases.</li> <li>○ evaluating best defense.</li> <li>○ writing a brief to indicate legal justification.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● The students will take part in a mock trial where in teams will determine what legal fault (if any) a newspaper has and what legal defences may be invoked.</li> <li>● The students will write stories while avoiding invasion of privacy, libel, or copyright infringement.</li> </ul>
<p><u>Learning Design</u></p>

# WGHS Curriculum – Newspaper Production

## Photography

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to take and edit photographs to accompany and illustrate articles.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery with the learning goal by</p> <ul style="list-style-type: none"> <li>• photographing newsworthy subjects.</li> <li>• selecting the appropriate photograph to accompany or illustrate a given article.</li> <li>• editing photographs for page composition and accuracy.</li> <li>• writing cutlines for photographs.</li> </ul>

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such, <i>copyright, crop, grayscale, resolution, rule of thirds, dominant photograph, focal point, symmetry, lines, shapes, texture, framing, portrait, lighting, panning, selective focus, stop action, backlighting, silhouette, iso or asa, cutline, and byline.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>● shooting photographs.</li> <li>● editing photographs.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● The students will take photographs to illustrate topics or events.</li> <li>● The students will edit those photographs.</li> <li>● The students will write cutlines for those photographs.</li> <li>● The students will evaluate those photographs.</li> </ul>
<p><u>Learning Design</u></p>

# WGHS Curriculum -- Newspaper Production

Video

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences. (publisher, and place of publication)

## Learning Goal

Students will be able to conduct research and create video news features.

## Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- producing accurate, concise, and stylistically consistent videos that follow conventions of news, feature, and opinion writing.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such *news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, green screen, chroma key, voice over, copyright, sound effect, audio or soundtrack, video track, crop, rolling title, dissolve, transition, font, still title, rolling title, and crawling title.*
- performing specific processes, such as
  - gathering information.
  - determining most important information.
  - organizing the information.
  - using video to collect images and sound bites.
  - editing images and sounds into video news features.
  - exporting the final product.

1: The student demonstrates a limited understanding or skill with the learning

goal.

### Learning Targets

- The students will research a topic or event.
- The students will collect images, interviews, and sound bites.
- The students will edit sounds and images into a news feature video.
- The students will evaluate the video.

### Learning Design



# WGHS Curriculum -- Newspaper Production

## Writing

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

<p>Students will be able to conduct research and write news, feature, and opinion stories for publication.</p>	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● producing accurate, concise, and stylistically consistent articles that follow conventions of news, feature, and opinion writing.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>editorial, editorial column, op-ed piece, column, review, news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, lead, inverted pyramid, direct quote, indirect quote, and sports story.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ gathering information.</li> <li>○ determining most important information.</li> <li>○ organizing the information.</li> <li>○ editing stories containing the information for style, conciseness, and editorializing.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will write news briefs.
- The students will write news stories in inverted pyramid.
- The students will write feature stories.

- The students will write profiles.
- The students will write sports stories.
- The students will write reviews.
- The students will edit copy for style, conciseness, and editorializing.

Learning Design

# WGSD Curriculum -- Rapid Reading

## Critical Reading

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 

### Learning Goal

Students will be able to evaluate persuasive texts for topic, position, validity, credibility, completeness of argument, and assumptions.

### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating fact versus opinion.
- evaluating the strength of an author's argument based on the evidence presented.
- forming judgments about the reliability and usefulness of an academic text.
- making inferences based on textual clues.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *critical thinking*, *inductive*, *deductive*, *propaganda*, *logic*.
- performing specific processes, such as
  - discriminating fact from opinion.
  - discriminating weak from strong evidence.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<ul style="list-style-type: none"><li>•</li></ul> <p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>

# WGSD Curriculum -- Rapid Reading

## Reading Rate

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

#### Learning Goal

Students will be able to increase their reading rate while maintaining a strong or high level of comprehension.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- varying reading rate appropriately depending on purpose.
- reading longer passages with increasing efficiency.
- choosing flexibly among strategies to improve concentration and focus while reading both fiction and nonfiction texts.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *eye span, fixation, return sweep, saccades, skimming, scanning*.
- performing specific processes, such as
  - recognizing the need for varying reading rates depending on the type and purpose of text.
  - reading longer passages with increased comprehension or speed.

	<ul style="list-style-type: none"><li>○ identifying strategies to increase concentration and focus while reading both fiction and nonfiction texts.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

# WGSD Curriculum -- Rapid Reading

## Study Strategies

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

#### Learning Goal

Students will be able to apply a variety of study techniques that incorporate previewing, questioning, memorizing, and evaluating strategies.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- applying linear and nonlinear/graphic methods of taking notes.
- employing critical reading strategies in nonfiction passages.
- choosing flexibly among study strategies to fit the type of text and goal of the learning.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *SQ3R*, *OARWET*, *OHRATS*, *purpose*, *audience*, *bias*, *opinion*, *intent*.
- performing specific processes, such as
  - differentiating between linear and nonlinear note-taking methods.
  - identifying critical reading strategies.



	<ul style="list-style-type: none"><li>○ explaining the purpose of study strategies.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

# WGSD Curriculum -- Rapid Reading

## Vocabulary

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.4](#) 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.

#### Learning Goal

Students will be able to determine the meaning of words in complex academic texts based upon context clues and their affixes.

#### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - using context clues to determine the meaning of unknown words
  - using transitions words, punctuation, and pronoun references to identify author's rhetorical patterns.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing and recalling specific vocabulary, such as *context clue*, *affix*, *comma*, *parenthesis*, *bracket*, *dash*, *colon*, *signal words*.
  - performing specific processes, such as
    - identifying the types of context clues that help determine the meaning of an unknown word.
    - identifying the words, punctuation and pronoun references that identify an author's rhetorical patterns.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

WGHS Curriculum -- Reading 9  
Reading Comprehension - Fluency  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop fluency skills through independent and group practice.

Proficiency Scales

4: The student demonstrates an in-depth inference or advance application,, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- reading passages aloud at a good rate, with accuracy and proper intonation and phrasing.
- decoding words correctly.
- comprehending the text that is being read.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *intonation, decoding, accuracy, comprehension, and monitoring*.
- performing specific processes, such as
  - reading aloud.

- marking miscues.
- monitoring their progress.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will increase their word per minute rate by reading timed passages and responding to comprehension, vocabulary, and critical thinking questions.
- Students will read aloud at an appropriate level, either with a teacher or a peer. Progress will be self-monitored and teacher-monitored.

### Learning Design

WGHS Curriculum -- Reading 9  
Independent Reading Skills  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop independent reading skills through practice with fiction and nonfiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- skimming a passage to recognize topics before reading.
- using graphic organizers to order main ideas.
- making meaning of a passage by connecting the text to themselves, prior knowledge, or the world.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *skimming* and *graphic organizer*.
- performing specific processes, such as

	<ul style="list-style-type: none"><li>●<ul style="list-style-type: none"><li>○ using a teacher-created graphic organizer.</li><li>○ skimming with some success.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will be able to outline a text.
- Students will be able to effectively take notes from a selection.
- Students will explore different types of graphic organizers and match them to tasks.

Learning Design


WGHS Curriculum -- Reading 9  
Reading Comprehension - Fiction  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Learning Goal

Students will be able to develop strategies to comprehend fiction, poetry, and drama.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- determining the theme of a text.
- analyzing characters.
- analyzing point of view.
- analyzing conflicts.
- graphing plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *theme*,



	<p><i>characterization, point of view, conflict, and plot.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ retelling the story.</li> <li>○ identifying characters.</li> <li>○ identifying plot.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will read short stories, poems, dramatic excerpts, and a novel.</li> <li>● Students will engage in guided discussions about the readings.</li> <li>● Students will answer reading questions and respond in writing to the selections.</li> </ul>	
<p><u>Learning Design</u></p>	

WGHS Curriculum -- Reading 9  
Reading Comprehension - Nonfiction  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to develop skills and strategies to comprehend nonfiction.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>● identifying stated main ideas and implied main ideas in uncomplicated texts.</li><li>● distinguishing between main ideas and supporting details.</li><li>● making inferences from a text.</li><li>● drawing conclusions from a text.</li><li>● distinguishing between fact and opinion.</li><li>● determining cause and effect.</li></ul> <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>main idea</i>,</li></ul>

*detail, summarizing, sequencing, inferencing, fact, opinion, cause, effect, and signal words.*

- performing specific processes, such as
  - locating facts and answers.
  - reading and paraphrasing passages.
  - performing factual recall.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The students will read nonfiction passages from newspapers, textbooks, and magazines.
- The students answer guided reading questions and respond both orally and in writing.

### Learning Design

# WGHS Curriculum -- Reading 9

## Vocabulary

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

### Learning Goal

Students will increase their working vocabulary by understanding and using more grade-level words appropriately.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context clues to determine the meaning of a word or phrase.
- identifying and correctly using word patterns.
- consulting reference material, both print and digital, to find the pronunciation of a word or clarify its precise meaning.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as stem, prefix, suffix, context clue, and pronunciation.

	<ul style="list-style-type: none"><li>performing specific processes, such as recognizing vocabulary words in isolation.</li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will be able to match a word out of and in context with its definition.
- Students will be able to pronounce the vocabulary words correctly.
- Student will be able to use the word properly by writing original sentences.

Learning Design


# WGHS Curriculum -- Reading 10-12

## Critical Thinking

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Learning Goal

Students will be able to develop critical thinking skills.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- making inferences and drawing conclusions.
- identifying primary purpose in paragraphs.
- identifying theme in a passage.
- distinguishing between fact and opinion.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *theme*, *purpose (persuade, entertain, instruct, inform)*, *imply vs. infer*, *fact*, and *opinion*.

	<ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ finding stated facts.</li> <li>○ matching a listed purpose to a passage.</li> <li>○ choosing from a list of given themes.</li> <li>○ identifying opinion signal words.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will read passages and answer open-ended critical thinking questions.</li> <li>● Students will find signal words both in sentences and paragraphs to distinguish between fact and opinion.</li> </ul>
<p><u>Learning Design</u></p>

WGHS Curriculum -- Reading 10-12  
Reading Comprehension - Fluency  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will develop fluency skills through independent and group practice.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: the student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● reading passages at an efficient rate.</li><li>● using context clues to understand vocabulary in the text.</li><li>● comprehending the text that is being read.</li></ul> 2: Student demonstrates he/she is nearing the learning goal by <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>types of context clues, inferences, comprehension, and monitoring.</i></li><li>● performing specific processes, such as</li><li>● previewing.</li><li>● understanding stated and implied main ideas.</li></ul>



- monitoring their progress.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will increase their word per minute rate by reading timed passages and responding to comprehension, vocabulary, and critical thinking questions.
- Students complete cloze reading passages by using context clues to determine the appropriate word.

### Learning Design

WGHS Curriculum -- Reading 10-12  
Independent Reading Skills  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop independent reading and study skills through practice with nonfiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- previewing a textbook to recognize its parts and various text features.
- previewing a passage to recognize topics and main points before reading.
- making meaning of a passage by using prior knowledge and prediction.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *skimming*,

	<p><i>previewing, and prediction.</i></p> <ul style="list-style-type: none"><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ skimming with some success.</li><li>○ using the helpful features of a text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will be able to outline a text.
- Students will be able to write their own questions based on their text preview.
- Students will be able to use the steps in the SQ3R strategy.

Learning Design


WGHS Curriculum -- Reading 10-12  
Reading Comprehension - Nonfiction  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will develop skills and strategies to comprehend nonfiction.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>● identifying the topic of a paragraph or longer passage.</li><li>● identifying stated main ideas and implied main ideas.</li><li>● determining major and minor supporting details.</li><li>● identifying structural patterns in paragraphs and relationships between sentences.</li></ul> <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>main idea</i>, <i>detail</i>, <i>summarizing</i>, <i>sequencing</i>, <i>cause</i>, <i>effect</i>, <i>compare</i>, <i>contrast</i>,</li></ul>

*and signal/transition words.*

- performing specific processes, such as
  - locating facts and answers.
  - reading and paraphrasing passages.
  - recalling facts.
  - identifying patterns within a sentence.

1: The student demonstrates limited understanding or skill with the learning goal.

### Targets

- The students will determine structural patterns in nonfiction passages from newspapers, textbooks, and magazines.
- The students create graphic organizers to show the relationship of ideas and the overall structural pattern.

### Learning Design


# WGHS Curriculum -- Reading 10-12

## Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Learning Goal

Students will increase their working vocabulary by understanding and using more grade-level words appropriately.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- using context clues to determine the meaning of a word or phrase.
- identifying and correctly using word patterns.
- consulting reference material, both print and digital, to find the pronunciation of a work or clarify its precise meaning.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as stem, prefix,

	<p>suffix, context clue, and pronunciation.</p> <ul style="list-style-type: none"><li>performing specific processes, such as recognizing grade-level vocabulary words in isolation and in context.</li></ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Targets</u>	
<ul style="list-style-type: none"><li>Students will be able to identify multiple meanings of a word in a variety of contexts.</li><li>Students will be able to pronounce the vocabulary words correctly.</li><li>Student will be able to use the word properly by writing original sentences.</li></ul>	
<u>Learning Design</u>	

WGSD Curriculum – Sports Reading and Writing  
Determining Theme  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in sports-related texts.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single literary text.



- analyzing the development of a central idea of the course of a work of literary non-fiction
- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.
- providing an objective summary of a text, taking care to note key and specific details from the work.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *characterization, symbolism, moral, allegory, conflict, universality, motif, theme.*
- performing specific processes, such as:
  - providing textual evidence of teacher-identified themes and their development throughout the work.
  - providing an objective summary of a text.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.
- Students will trace the development of a central idea in a work of literary non-fiction.

# WGSD Curriculum -- Sports Reading and Writing

## Argument Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● introducing informed claims, establishing the relevance of the</li> </ul>

	<p>claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. (<a href="#">CCSS.ELA-Literacy.W.9-10.1a</a>)</p> <ul style="list-style-type: none"> <li>● developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both . (<a href="#">CCSS.ELA-Literacy.W.9-10.1b</a>)</li> <li>● using transitions to link the major sections of the text to create cohesion. (<a href="#">CCSS.ELA-Literacy.W.9-10.1c</a>)</li> <li>● establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. (<a href="#">CCSS.ELA-Literacy.W.9-10.1d</a>)</li> <li>● providing a concluding statement or section that follows from and supports the argument presented. (<a href="#">CCSS.ELA-Literacy.W.9-10.1e</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>persuasion vs. argumentation, repetition, authority, evidence, and validity.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● articulating specified patterns of logical sequence for argumentation.</li> <li>● establishing a claim and providing relevant evidence for the claim.</li> <li>● write arguments using a teacher-provided template.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum – Sports Reading and Writing  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, and pre-determined comma rules.*

	<ul style="list-style-type: none"><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ using grade-appropriate grammar and usage in isolation.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.
- Students will revise their original writing for correct use of semicolons and colons.

### Learning Design

# WGSD Curriculum -- Sports Reading and Writing

## Presentation of Information

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand I](#): Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- [High School TILS Strand IV](#): Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- presenting information, findings, and supporting evidence clearly, concisely, and logically.
  - making strategic use of multimedia and digital media.
  - demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

1. Students learn and rehearse the skills necessary for addressing an audience effectively.
2. Students review terms relevant to academic presentation.
3. Students give presentations and give and receive feedback.

Learning Design



# WGSD Curriculum -- Sports Reading and Writing

## Research

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.

- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism, credibility, database, primary and secondary source, search engine.*
- performing specific processes, such as:
  - selecting a topic.
  - writing and revising a research question.
  - choosing relevant resources.
  - taking effective notes.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.

- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

# WGSD Curriculum -- Sports Reading & Writing

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to demonstrate command of grade-level general vocabulary.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• using context as a clue to the meaning of a word or phrase. (<a href="#">CCSS.ELA-Literacy.L.9-10.4a</a>)</li> <li>• identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (<a href="#">CCSS.ELA-Literacy.L.9-10.4b</a>)</li> <li>• consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</li> <li>• understanding the connotations of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, and pronunciation.</i></li><li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li></ul> |
|--|---|

1: The student demonstrates a limited understanding or skill with the learning goal.

<u>Learning Targets</u>
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- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

<u>Learning Design</u>
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# WGSD Curriculum -- Summer School English

## Analysis and Synthesis of Source Material

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

#### Learning Goal

Students will be able to interpret multiple textual and media treatments of a story or topic for theme or controlling idea.

#### Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
  - synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
  - discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary text(s), in order to address a question or problem.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, archetype, media literacy, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● identifying differences among interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

# WGSD Curriculum -- Summer School English

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● describing what a literary text says explicitly and draw some inferences from it regarding author's meaning.</li><li>● citing textual evidence to support understanding of a literary text.</li></ul> |
|--|---|

1: Student demonstrates limited understanding or skill with the learning goal.

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will cite an example from the text to support their interpretation.</li><li>● Students will cite multiple examples from the text to support an interpretation.</li></ul>
<p><u>Learning Design</u></p>

WGSD Curriculum – Summer School English

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single

	<p>literary text.</p> <ul style="list-style-type: none"> <li>● analyzing the development of a central idea of the course of a work of literary non-fiction.</li> <li>● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.</li> <li>● providing an objective summary of a text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ providing textual evidence of teacher-identified themes and their development throughout the work.</li> <li>○ providing an objective summary of a text.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.

- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

# WGSD Curriculum -- Summer School English

## Conventions of Standard English

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

### Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- classifying the four sentence types appropriately and accurately.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

	<ul style="list-style-type: none"> <li>● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, simple, compound, complex, compound-complex and pre-determined comma rules.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ using grade-appropriate grammar and usage in isolation.</li> <li>○ recognizing the sentence types in isolation.</li> <li>○ differentiating between some commonly confused words.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.

- Students will revise their original writing for correct use of semicolons and colons.
- Students will identify simple, compound, complex, and compound-complex sentences.
- Students will distinguish between/among commonly confused words.
- Students will revise their original writing for correct use of commonly confused words.

### Learning Design

# WGSD Curriculum -- Summer School English

## Writer's Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to analyze the author's purpose in using literary and rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its influence on meaning.
- determining the purpose of irony.
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.*



- performing specific processes, such as
  - recognizing or recalling examples irony in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- analyzing the effect of rhetorical devices and literary techniques in a variety of texts.
- evaluating an important theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style.*
- performing specific processes, such as:
  - reading seminal fiction and nonfiction texts from the 17th century to the present day.
  - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
  - identifying rhetorical strategies.
  - recognizing important themes that occur in multiple works.
  - recognizing the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- Students will analyze the effect of rhetorical devices and literary techniques in a variety of texts.
- Students will evaluate an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical devices.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

*incorporation, transition.*

- performing specific processes, such as:
  - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - Citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Course Content

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)  
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Learning Goal

Students will be able to conduct knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
  - explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
  - analyzing culturally-specific themes across American literary periods.
  - analyzing multiple interpretations of texts through literary criticism.
  - constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>Puritanism, Rationalism, Romanticism (Gothic and Transcendentalism), Realism (Naturalism and Regionalism), Modernism, and Postmodernism.</i></li><li>● performing processes such as:<ul style="list-style-type: none"><li>● analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices.</li><li>● identifying the cultural context of a given work.</li><li>● tracing common cultural themes across American literary periods.</li></ul></li></ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.



## WGSD Curriculum – 20th Century American Literature and Composition

### Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another across multiple literary periods and works.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.
- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such

	<p>as ideas, events, characterization, and rhetorical devices.</p> <ul style="list-style-type: none"> <li>● providing an objective summary of a text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i></li> <li>● Performing basic processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li> <li>○ identifying some rhetorical strategies.</li> <li>○ providing an objective summary of a text.</li> <li>○ identifying some aspects of the rhetorical situation.</li> <li>○ Identifying thematic similarities in two major texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><b><u>Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>● Students will analyze the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.</li> <li>● Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.</li> <li>● Students will provide an objective summary of a text, taking care to note key and specific details from the work.</li> </ul>
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# WGSD Curriculum -- 20th Century American Lit & Comp

## Argument Writing

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Learning Goal

Students will be able to write grade-appropriate arguments.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates w4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-](#)

	<p><a href="#">Literacy.W.11-12.1b</a>)</p> <ul style="list-style-type: none"><li>● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (<a href="#">CCSS.ELA-Literacy.W.11-12.1c</a>)</li><li>● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li><li>● providing a concluding statement or section that follows from and supports the argument presented. (<a href="#">CCSS.ELA-Literacy.W.11-12.1e</a>)</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i></li><li>● performing basic processes such as<ul style="list-style-type: none"><li>○ identifying claims and counterclaims from teacher-provided examples.</li><li>○ articulating specified patterns of logical sequence for argumentation.</li><li>○ establishing a claim and providing relevant evidence for the claim.</li><li>○ writing arguments using a teacher-provided template.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

## Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

## Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Collaborative Discussion

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the

material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))

- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1a](#)d)
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

### Learning Design



WGSD Curriculum --AP English Language & Composition  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
  - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
  - choosing punctuation for effect.
  - recognizing and replacing vague pronouns.
  - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
  - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
  - varying sentence patterns for meaning, reader/listener interest, and style.
  - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
  - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</li> <li>● using grade-appropriate grammar and usage in context and in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Presentation of Information

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand IV: Tools of the Trade](#): Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of formal English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>delivery, purpose, audience, occasion, tone, inflection, and poise.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Research

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and complex research projects in response to a prompt.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms, boolean operators.*
- performing specific processes, such as:
  - selecting and revising a topic.
  - choosing relevant resources.
  - taking effective notes.
  - developing a supportable thesis.
  - writing and revising in response to a research question
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. ([CCSS.ELA-Literacy.L.11-12.4c](#))



	<ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations but differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</li> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, teacher-specified list of rhetorical and literary terms.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

### Learning Design

# WGSD Curriculum -- 20th Century American Literature and Composition

## Writers Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to analyze the author's purpose and use of literary and rhetorical devices.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.</li> <li>● distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).</li> <li>● analyzing how an author establishes mood and tone.</li> <li>● analyzing author's structural choices, such as flashback, in medias res, and mixed genres.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view,</i></li> </ul>

*understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

### Learning Design

# WGSD Curriculum -- World Literature

## Analysis and Synthesis of Source Material

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Learning Goal

Students will be able to integrate multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

#### Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
  - synthesizing multiple treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
  - integrating multiple sources of information presented in different media or formats, as well as text, in order to address a question.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● identifying differences among interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

### Learning Design

# WGSD Curriculum -- World Literature

## Argument Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● introducing informed claims, establishing the relevance of the claims,</li> </ul>

distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. [CCSS.ELA-Literacy.W.9-10.1a](#)

- developing claims and counterclaims fairly, supplying the relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, and values. [CCSS.ELA-Literacy.W.9-10.1b](#)
- using effective transitions to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. [CCSS.ELA-Literacy.W.9-10.1c](#)
- establishing and maintaining consistent use of academic diction and formal tone while attending to the norms and conventions of MLA. [CCSS.ELA-Literacy.W.9-10.1d](#)
- providing a concluding statement or section that follows from and supports the argument presented. [CCSS.ELA-Literacy.W.9-10.1e](#)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *ethos, pathos, logos, persuasion vs. argumentation, rhetorical technique, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes such as
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

## Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

## Learning Design



# WGSD Curriculum -- Honors World Literature

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Learning Goal

Students will be able to cite textual evidence to support analysis of a text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text.
- identify the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation, ambiguity*.

- performing specific processes, such as:
  - describing what a literary text says explicitly and draw some inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

Students will cite, explain, and evaluate the implications of textual meaning and intent in literary analysis.

### Learning Design

# WGSD Curriculum -- World Literature

## Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate cultural literacy through the interpretation and analysis of foundational works of world literature.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how literary and cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across multiple cultures.
- constructing grade-appropriate interpretation and analysis of a given work.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *archetype, theme, setting, and culture.*

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying archetypes.
- recognizing universal themes within a given work.

1: Student demonstrates little understanding or skill with the learning goal.

### Learning Targets

Read and discuss literature from a variety of cultures and time periods around the world.

### Learning Design

# WGSD Curriculum -- World Literature

## Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to demonstrate cultural literacy through the interpretation and analysis of foundational works of world literature.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: Student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>• explaining how literary and cultural contexts surrounding a given work influence thematic content.</li><li>• analyzing universal themes across multiple cultures.</li><li>• constructing grade-appropriate interpretation and analysis of a given work.</li></ul>

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>● <i>archetype, theme, setting, and culture.</i></li> </ul> <p>performing specific processes, such as:</p> <ul style="list-style-type: none"> <li>● identifying the cultural context of a given work.</li> <li>● identifying archetypes.</li> <li>● recognizing universal themes within a given work.</li> </ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

Read and discuss literature from a variety of cultures and time periods around the world.

Learning Design

# Content

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to demonstrate cultural literacy through the interpretation and analysis of foundational works of world literature.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"><li>• explaining how literary and cultural contexts surrounding a given work influence thematic content.</li><li>• analyzing universal themes across multiple cultures.</li><li>• constructing grade-appropriate interpretation and analysis of a given work.</li></ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p>

	<p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none"><li>● <i>archetype, theme, setting, and culture.</i></li></ul> <p>performing specific processes, such as:</p> <ul style="list-style-type: none"><li>● identifying the cultural context of a given work.</li><li>● identifying archetypes.</li><li>● recognizing universal themes within a given work.</li></ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

Read and discuss literature from a variety of cultures and time periods around the world.

Learning Design



# WGSD Curriculum -- World Literature

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))
- analyzing nuances of the meaning of words with similar denotations. ([CCSS.ELA-Literacy.L.9-10.4d](#))

	<ul style="list-style-type: none"> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- World Literature  
Collaborative Discussion  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. (([CCSS.ELA-Literacy.SL.9-10.1b](#)))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views as warranted. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- evaluating the credibility and accuracy of all information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, voice, and respectful community.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content in small and large groups.
- Students debrief process and product of the collaborative discussion.

### Learning Design

WGSD Curriculum -- Honors World Literature  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● developing ideas using precise words and phrases.</li><li>● revising inappropriate shifts in verb tense.</li><li>● revising inappropriate pronoun number and person shifts.</li><li>● revising for consistency in style and tone.</li><li>● discriminating between phrases and clauses within a sentence.</li><li>● revising misplaced and dangling modifiers.</li></ul>

	<ul style="list-style-type: none"> <li>● revising errors in parallel structure.</li> <li>● differentiating among commonly confused words: <i>who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.</i></li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i></li> <li>● performing specific processes, such as:</li> <li>● recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.</li> <li>● using grade-appropriate grammar and usage in isolation.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.

- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

## Learning Design



High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- developing ideas using precise words and phrases.
- revising inappropriate shifts in verb tense.
- revising inappropriate pronoun number and person shifts.
- revising for consistency in style and tone.
- discriminating between phrases and clauses within a sentence.
- revising misplaced and dangling modifiers.
- revising errors in parallel structure.
- differentiating among commonly confused words: *who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.*

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *phrase, clause, modifier, parallel structure, tense shift, style, and tone.*
- performing specific processes, such as:
  - recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.
  - using grade-appropriate grammar and usage in isolation.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.
- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

# WGSD Curriculum -- Honors World Literature

## Presentation of Information

### DRAFT

Hi Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students will be able to deliver effective presentations for a variety of purposes, audiences, and occasions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- adapting linguistic choices, level of formality, and content to suit the purpose, audience, and occasion.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design

# WGSD Curriculum -- World Literature

## Writers Purpose and Craft

### DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in using rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes mood and tone.
- recognizing author's structural choices, such as flashback, in media res, and mixing genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in medias res, frame narratives, and other*

*rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine satirical techniques and evaluate their effectiveness in specific works.

### Learning Design

# WGSD Curriculum -- World Literature

## Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating sources and organizing research results systematically.
- integrating and documenting source material into original compositions.



- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.*
- performing specific processes, such as:
  - selecting a topic.
  - writing and revising a research question.
  - choosing relevant resources.
  - taking effective notes.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

WGSD Curriculum – Determining Theme  
Honors World Literature  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to identify a theme in multiple literary texts and analyze that theme across those works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of multiple literary texts, including how they support or contradict each other.

	<ul style="list-style-type: none"> <li>● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence as support.</li> <li>● providing an objective summary of a literary text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, motif, theme</i>.</li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.</li> <li>○ providing an objective summary of a literary text.</li> <li>○ identifying thematic similarities in two major literary texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will identify textual support for a teacher-identified theme.</li> <li>● Students will analyze the relationship between the teacher-identified theme and the textual support.</li> <li>● Students will trace the development of a theme in a literary text, citing textual evidence as support.</li> </ul>	
<p>Learning Design</p>	

# WGSD Curriculum -- Honors World Literature

## Analysis and Synthesis of Source Material

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Learning Goal

Students will be able to synthesize multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- synthesizing multiple treatments of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as text, in order to

	<p>address a question.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● comparing interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will interpret multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

### Learning Design

# WGSD Curriculum -- Honors World Literature

## Argument Writing

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) 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.

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Student will be able to write researched academic arguments.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● introducing informed claims, establishing the relevance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims,</li> </ul>

reasons, and evidence. [CCSS.ELA-Literacy.W.9-10.1a](#)

- developing claims and counterclaims fairly, supplying the relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, and values. [CCSS.ELA-Literacy.W.9-10.1b](#)
- using effective transitions to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. [CCSS.ELA-Literacy.W.9-10.1c](#)
- establishing and maintaining consistent use of academic diction and formal tone while attending to the norms and conventions of MLA. [CCSS.ELA-Literacy.W.9-10.1d](#)
- providing a concluding statement or section that follows from and supports the argument presented. [CCSS.ELA-Literacy.W.9-10.1e](#)
- 

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *ethos, pathos, logos, persuasion vs. argumentation, rhetorical technique, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

## Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

## Learning Design



# WGSD Curriculum -- Honors World Literature

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Learning Goal

Students will be able to cite strong textual evidence to support analysis of a text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation, ambiguity*.

- performing specific processes, such as:
  - describing what a literary text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

Students will cite, explain, and evaluate the implications of textual meaning and intent in literary analysis.

### Learning Design

# WGSD Curriculum -- Honors World Literature

## Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of foundational works of world literature.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how literary and cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across multiple cultures.
- constructing sophisticated interpretation and insightful analysis of a given work.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *archetype, theme, setting, culture.*

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying archetypes.
- recognizing universal themes within a given work.

1: Student demonstrates little understanding or skill with the learning goal.

### Learning Targets

Read, discuss, and write about literature from a variety of cultures and time periods around the world.

### Learning Design

# WGSD Curriculum -- Honors World Literature

## Vocab Acquisition & Use

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Learning Goal

Students will be able to demonstrate command of both grade-level vocabulary and the vocabulary of literary analysis.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ([CCSS.ELA-](#)

	<p><a href="#">Literacy.L.9-10.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4d</a>)</li> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- Honors World Literature  
Collaborative Discussion  
DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.



- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views as warranted.
- evaluating the credibility and accuracy of all information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, voice, respectful community.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content in small and large groups.
- Students debrief process and product of the collaborative discussion.

### Learning Design

WGSD Curriculum -- Honors World Literature  
Conventions of Standard English  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>● developing ideas using precise words and phrases.</li><li>● revising inappropriate shifts in verb tense.</li><li>● revising inappropriate pronoun number and person shifts.</li><li>● revising for consistency in style and tone.</li><li>● discriminating between phrases and clauses within a sentence.</li><li>● revising misplaced and dangling modifiers.</li><li>● revising errors in parallel structure.</li><li>● differentiating among commonly confused words: <i>who/whom</i>, <i>definite/</i></li></ul>

*defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.*

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *phrase, clause, modifier, parallel structure, tense shift, style, tone.*
- performing specific processes, such as:
  - recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.
  - using grade-appropriate grammar and usage in isolation.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.
- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.

- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

### Learning Design

# WGSD Curriculum -- Honors World Literature

## Presentation of Information

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able deliver effective presentations for a variety of purposes, audiences, and occasions.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- adapting linguistic choices, level of formality, and content to suit the purpose, audience, and occasion.
- making strategic use of multimedia and digital media.

	<ul style="list-style-type: none"><li>● demonstrating a command of academic English.</li></ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

# WGSD Curriculum -- Honors World Literature

## Writers Purpose and Craft

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● analyzing a point of view and shifts in point of view in a literary text to determine their impact on meaning.</li> <li>● distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).</li> <li>● analyzing how an author establishes mood and tone.</li> <li>● analyzing author's structural choices, such as flashback, in media res, and mixing genres.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame</i></li> </ul>



*narratives, and other rhetorical terms.*

- performing specific processes, such as
  - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
  - determining point of view in a literary text.
  - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view and shifts in point of view in texts.
- Students identify and analyze structural choices in particular texts and how they emphasize theme and/or message.
- Students examine satirical techniques and analyze their effectiveness in specific works.

### Learning Design

# WGSD Curriculum -- Honors World Literature

## Research

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

- annotating sources and organizing research results systematically.
- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.*
- performing specific processes, such as:
  - selecting a topic.
  - writing and revising a research question.
  - choosing relevant resources.
  - taking effective notes.
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate citations.
  - writing a research composition following a teacher-provided template.

### Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.

- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design