WGSD Curriculum -- Analysis and Synthesis of Multiple Sources
English Literature and Composition ACC
DRAFT

<u>High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)</u>

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.)

<u>Learning Goal</u>	<u>Proficiency Scales</u>
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.	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
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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	Proficiency Scales
Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.	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

WGSD Curriculum – Determining Theme
English Literature & Composition ACC
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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.
- 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	Proficiency Scales
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.	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 to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.
	● applying the core ideas from one or more schools of literary criticism flexibly.
	● providing an objective summary of a literary 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: *motif, theme, characterization.*
	
	● performing basic processes, such as:
	  ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.
	  ○ providing an objective summary of a literary text.
	  ○ identifying thematic similarities in two major literary 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 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	Proficiency Scale
Students will be able to analyze a text explicitly and	4: The student demonstrates an in-depth inference or advanced application, or

inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.	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, focusing on areas where the author's meaning and intent is intentionally ambiguous.
	● evaluating the implications of the author's meaning and intent.
	● citing textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts.
	
	2: The student demonstrates he/she is nearing the learning goal by
	
	● recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation*.
	
	● performing basic processes, such as
	    o Describing what a sophisticated literary text says explicitly and draw logical inferences regarding author's meaning and intent.
	    o Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.
	
	1: The student demonstrates a limited understanding or skill with the learning goal

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<u>Learning Targets</u>

● 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

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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.

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

that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.11-12.1c)
- 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.11-12.1d)
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating a speaker's point of view, logic, and use of rhetoric.

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

- 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 little understanding or skill with the learning goal.

Learning Targets

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

WGSD Curriculum – English Literature & Composition ACC
Conventions of Standard English
DRAFT

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<tr><td colspan="2" align="center">High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)</td></tr>
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- 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.

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<tr><td align="center">Learning Goal</td><td align="center">Proficiency Scales</td></tr>
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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.

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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.

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

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
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CCSS Standard:	
	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).

WGSD Curriculum – Analysis of Writer's Point of View, Purpose, and Structure
English Literature & Composition ACC
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Learning Goal	Proficiency Scale

The student appraises the author's purpose and effectiveness in utilizing rhetorical techniques such as irony and point of view.	4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.
	
	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, rhetorical devices (teacher-specified list).*
	
	● 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.

Targets	1. Students will identify and analyze satiric techniques in sophisticated texts. 2. Students will identify and analyze point of view in sophisticated texts.

WGSD Curriculum -- Presentation of Information
English Literature and Composition ACC
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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	Proficiency Scales
Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.	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.

	● choosing flexibly among rhetorical techniques according to task purpose.
	
	 ● demonstrating a command of academic English.
	
	 2: Student demonstrates he/she is nearing the learning goal by
	
	 ● recognizing or recalling specific vocabulary, such as: *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 a limited understanding or skill with the learning goal.

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