

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.

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"> recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. using grade-appropriate grammar and usage in context and in isolation. <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

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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

	<ul style="list-style-type: none"> 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. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> recognizing or recalling specific vocabulary, such as: <i>audience, rhetorical device, logic, argument, thesis, purpose, theme, style, and other literary and rhetorical terms from a teacher-provided list.</i> performing specific processes, such as: <ul style="list-style-type: none"> 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. <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, 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

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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"> recognizing or recalling specific vocabulary, such as: <i>inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote incorporation, transition.</i> performing specific processes, such as: <ul style="list-style-type: none"> 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. <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.

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Course Content

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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.

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Argument Writing

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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.	<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">• 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.• 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 extensively, supplying relevant evidence for each while pointing out the strengths and limitations of both, and

	<p>anticipating the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)</p> <ul style="list-style-type: none"> • 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 an appropriate 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) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> • 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> • performing basic processes such as <ul style="list-style-type: none"> ○ 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. <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

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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.

	<ul style="list-style-type: none"> • preparing for participation in a discussion. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Targets</u></p> <ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;"><u>Learning Design</u></p>	

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Determining Theme
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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"> • 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. • providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> • Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i> • Performing basic processes, such as: <ul style="list-style-type: none"> ○ 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. ○ identifying aspects of the rhetorical situation. ○ identifying thematic similarities in two major texts. <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

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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"> ● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ 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. <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

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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..

	<ul style="list-style-type: none"> • 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. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> • recognizing or recalling specific vocabulary, such as: <i>in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, search terms, boolean operators.</i> • performing specific processes, such as: <ul style="list-style-type: none"> • 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. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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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

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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"> analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.5b) interpreting figurative language. (CCSS.ELA-Literacy.L.11-12.5a) correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> 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> performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <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"> 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> performing specific processes, such as <ul style="list-style-type: none"> recognizing and understanding 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. <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