

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.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 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">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying differences among interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <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"> ● 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, 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">• 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.

	<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"> ● <i>archetype, theme, setting, and culture.</i> <p>performing specific processes, such as:</p> <ul style="list-style-type: none"> ● identifying the cultural context of a given work. ● identifying archetypes. ● recognizing universal themes within a given work. <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.	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">• 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

	<p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none">● <i>archetype, theme, setting, and culture.</i> <p>performing specific processes, such as:</p> <ul style="list-style-type: none">● identifying the cultural context of a given work.● identifying archetypes.● recognizing universal themes within a given work. <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"> ● interpreting figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <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, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</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 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">● 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.

	<ul style="list-style-type: none"> ● revising errors in parallel structure. ● 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> <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>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i> ● 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. <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">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</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 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"> ● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. <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>characterization, symbolism, motif, theme</i>. ● performing specific processes, such as: <ul style="list-style-type: none"> ○ 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. <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"> ● Students will identify textual support for a teacher-identified theme. ● Students will analyze the relationship between the teacher-identified theme and the textual support. ● Students will trace the development of a theme in a literary text, citing textual evidence as support. 	
<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">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● comparing interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <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"> ● 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](#)
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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>Literacy.L.9-10.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4d) ● interpreting figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <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, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</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>

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">● 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: <i>who/whom</i>, <i>definite/</i>

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">● 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">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</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 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.

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, 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.
 - 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.

	<ul style="list-style-type: none"> ● 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. <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>citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● 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.
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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