WGSD Curriculum – Sports Reading and Writing
Determining Theme
DRAFT

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

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	Proficiency Scales
Students will be able to analyze the development of a theme or central idea in sports-related texts.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal as evidenced by ● analyzing the development of a theme over the course of a single literary text.

	● analyzing the development of a central idea of the course of a work of literary non-fiction
	● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.
	● providing an objective summary of a text, taking care to note key and specific details from the work.
	
	2: The student demonstrates he/she is nearing the learning goal by
	
	● recognizing or recalling specific vocabulary, such as *characterization, symbolism, moral, allegory, conflict, universality, motif, theme.*
	
	● performing specific processes, such as:
	    ○ providing textual evidence of teacher-identified themes and their development throughout the work.
	    ○ providing an objective summary of a text.
	
	1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

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

WGSD Curriculum -- Sports Reading and Writing
Argument Writing
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal	Proficiency Scales
Student will be able to write strong arguments.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal as evidenced by • writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence. • introducing informed claims, establishing the relevance of the

claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.9-10.1a)

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

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

- recognizing or recalling basic vocabulary, such as: *persuasion vs. argumentation, repetition, authority, evidence,* and *validity.*

- performing specific processes, such as:
    - 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.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum – Sports Reading and Writing
Conventions of Standard English
DRAFT

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

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

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

Learning Goal	Proficiency Scale
Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.	4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by ● demonstrating mastery of grade-appropriate conventions of grammar and usage in context. ● recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces. ● recognizing and correctly using subject, verb/predicate, and object. ● using commas correctly with phrases and clauses; using semicolons and colons correctly. 2: The student demonstrates he/she is nearing the learning goal by ● recognizing or recalling specific vocabulary, such as *nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, and pre-determined comma ru*les.

	- performing specific processes, such as: - using grade-appropriate grammar and usage in isolation. 1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

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

Learning Design

WGSD Curriculum -- Sports Reading and Writing
Presentation of Information
DRAFT

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

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

Learning Goal	Proficiency Scales
Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.	4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by ● presenting information, findings, and supporting evidence clearly, concisely, and logically. ● making strategic use of multimedia and digital media. ● demonstrating a command of academic English.

	2: Student demonstrates he/she is nearing the learning goal by
	
	● recognizing or recalling specific vocabulary, such as: *evidence, style, substance, organization, purpose, audience, task, academic English.*
	
	● performing specific processes, such as:
	  ○ making adequate presentations to an audience of peers after making teacher-suggested revisions.
	  ○ making use of some digital resources.
	  ○ demonstrating awareness of the conventions of academic English.
	
	1: Student demonstrates a limited understanding or skill with the learning goal.

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

Learning Design

WGSD Curriculum -- Sports Reading and Writing

Research

DRAFT

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

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

Learning Goal	Proficiency Scales
The student will be able to conduct research projects in order to successfully answer a question or solve a problem.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal as evidenced by • conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem. • using advanced database searches effectively. • evaluating source material for relevance and reliability. • organizing research results systematically.

	● integrating and documenting source material into original compositions.
	● narrowing or broadening the inquiry when appropriate.
	● synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.
	
	2: The student demonstrates he/she is nearing the learning goal by
	
	● recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism. credibility, database, primary and secondary source, search engine.*
	
	● performing specific processes, such as:
	   ● selecting a topic.
	   ● writing and revising a research question.
	   ● choosing relevant resources.
	   ● taking effective notes.
	   ● organizing and synthesizing information collected from more than one source.
	   ● demonstrating use of appropriate citations.
	   ● writing a research composition following a teacher-provided template.

Learning Targets

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

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

Learning Design

WGSD Curriculum -- Sports Reading & Writing
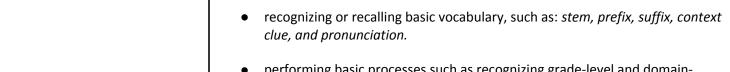# Vocab Acquisition & Use
DRAFT

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

- CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal	Proficiency Scale
Students will be able to demonstrate command of grade-level general vocabulary.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by ● using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.9-10.4a) ● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.9-10.4b) ● consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (CCSS.ELA-Literacy.L.9-10.4c) ● understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4c) 2: The student demonstrates he/she is nearing the learning goal by

| | ● recognizing or recalling basic vocabulary, such as: *stem, prefix, suffix, context clue, and pronunciation.*

● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.

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

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

Learning Design