

ELL Advanced 9-12 (#1840)

Description ELL Advanced integrates reading, writing, speaking and listening, and language at an advanced level. ELL students will develop and enhance English language skills based on the 10th grade English Language Arts standards.

Credits 1.0

Prerequisites

Textbooks/Resources Instructional Framework- Common Core Curriculum Companion, CESA 7 (online)
Writing- *Prentice Hall Writing Coach*, 2012 (ISBN# 9780133203233- class set of 40; online)
Print and Digital Text- Variety of quality literature and informational text

Required Assessments District-wide standards-based assessments identified
ACCESS for ELL's

Board Approved April 14, 2014

Revised

*** “L” refers to Wisconsin Department of Instruction’s Language Proficiency Levels ***

AASD Guiding Principles for Teaching and Learning for K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD English Language Learner Principles:

- *Language proficiency levels are as meaningful as grade levels.*
- *All four language domains (listening, speaking, reading, and writing) need to be overtly addressed.*
- *Culturally responsive practices lead to literacy development.*
- *All students bring linguistic, academic, and experiential knowledge to the classroom..*
- *Building background knowledge is foundational to good instruction.*

AASD Foundations for English Language Arts:

- *English Language Arts is an integrated discipline.*
- *English Language Arts instruction builds an understanding of the human experience.*
- *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
- *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
- *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD English Language Arts Goals for K-12 Students:***AASD students who are college and career ready in English Language Arts will...***

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1/RI.9-10.1)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. analyzes the meaning of a text. (L: 4/5) b. prioritizes quality of textual evidence to select strong supporting examples. (L: 4/5) c. applies strategies to a variety of types of texts. (L: 4/5) 	<ul style="list-style-type: none"> • Reading notebooks/response logs • Graphic organizer (<i>I think, the text says, now what I do think</i>) • Textual annotations • Literature circle discussions
	<p>2. Determine a theme or 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. (RL.9-10.2)</p> <p>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. (RI.9-10.2)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. objectively summarizes a text. (L: 4/5) b. determines and analyzes in detail how the theme develops over the course of the text, including how it emerges. (L: 4/5) c. analyzes how specific details develop, shape and refine central ideas and meaning of a text. (L: 5) d. objectively summarizes a text. (L: 4/5) e. applies strategies to a variety of text types. (L: 4/5) f. analyzes in detail how the theme. (L: 5) 	<ul style="list-style-type: none"> • 5 W's graphic organizer • Literature circle discussions • Journal entries • GIST (General Idea Surrounding Text)-notebook entry • Summary paragraphs • Panel discussion

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>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. (RL.9-10.3)</p> <p>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. (RI.9-10.3)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. analyzes the motivations of complex characters. (L: 4/5)</p> <p>b. analyzes how characters can have conflicting motivations. (L: 4/5)</p> <p>c. analyzes. (L: 4/5)</p> <p>d. applies techniques for analyzing elements of a story or drama. (L: 4/5)</p> <p>e. analyzes the order in which an author crafted text. (L: 4/5)</p> <p>f. analyzes the effect of the order of events in a text. (L: 4/5)</p> <p>g. understands authors craft analyses in different ways. (L: 4/5)</p> <p>h. analyzes the effect of the introduction and development of events in a text. (L: 4/5)</p> <p>i. analyzes the connections drawn between points in a text. (L: 4/5)</p> <p>j. analyzes how authors structurally connect ideas within a text for deeper meaning. (L: 5)</p>	<ul style="list-style-type: none"> • Plot diagram • Quick writes • Literature-circle discussions • Literature-circle discussion guides • Dialogue and written samples • Annotated reading
	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., in literature how the language evokes a sense of time and place; how it sets a formal or informal tone; in informational text, how the language of a court opinion differs from that of a newspaper). (RL.10.4/RI.10.4)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. determines the meaning of unfamiliar words and phrases based on how they are used in a text. (L: 4/5)</p> <p>b. identifies and explains figurative language with textual support. (L: 4/5)</p> <p>c. identifies and explains connotative and technical language with textual support. (L: 4/5)</p> <p>d. analyzes an author’s choice of words to create meaning and tone. (L: 5)</p>	<ul style="list-style-type: none"> • Vocabulary graphic organizer • Vocabulary notebook • Group discussions • Vocabulary quiz • Conferences • Exit slip • Vocabulary poem- describe key words with other words or pictures

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>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. (RL.9-10.5)</p> <p>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). (RI.9-10.5)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. analyzes how mystery, tension, and surprise were created through the structure, order of events, and manipulation of time. (L: 4/5) b. supports analysis with textual evidence. (L: 4/5) c. analyzes a text to determine ideas and claims presented by the author. (L: 4/5) d. analyzes the role of particular sentences, paragraphs, or larger pieces of text to develop or refine ideas or claims. (L: 5) 	<ul style="list-style-type: none"> • Text annotations • Graphic organizers/worksheet • Reading conferences • Reading journal • Dialectical journal-teacher/student dialogue
	<p>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. (RL.9-10.6)</p> <p>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. (RI.9-10.6)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. recognizes world literature is influenced by the culture it was written in, for, and about. (L: 4/5) b. understands differences in points of view from a variety of world literature. (L: 4/5) c. identifies and explains a specific point of view. (L: 4/5) d. analyzes a specific point of view. (L: 5) e. determines an author’s point of view. (L: 4/5) f. recognizes different rhetorical devices in text. (L: 4/5) g. identifies and explains how an author uses rhetoric to further a purpose. (L: 4/5) h. analyzes how an author uses rhetoric to further a purpose. (L: 5) 	<ul style="list-style-type: none"> • GIST (General Idea Surrounding Text)-notebook entry • Quick writes • Summary paragraph • Reading-response logs • Create stories from different points of view • Group discussions • Panel discussions

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>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 <i>Landscape with the Fall of Icarus</i>.) (RL.9-10.7)</p> <p>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. (RI.9-10.7)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands techniques for identifying a subject or key scene within a particular medium. (L: 4/5) b. understands techniques for documenting differences between different artistic mediums. (L: 4/5) c. analyzes the extent to which an artistic medium emphasizes or leaves out certain aspects of a key scene or subject. (L: 4/5) d. supports thinking with examples from the texts. (L: 4/5) e. analyzes different mediums to determine emphasized details of the same subject. (L: 5) 	<ul style="list-style-type: none"> • Venn Diagram • Viewing-response logs • Group discussions • Compare/contrast writing • Essay - written analysis
	<p>(Not applicable to literature)</p> <p>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. (RI.9-10.8)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. traces an argument and claims through a text; includes specific details. (L: 4/5) b. evaluates an argument and claims. (L: 4/5) c. assesses whether reasoning is sound and whether evidence is relevant and valid. (L: 4/5) d. understands and recognizes false statements and fallacious reasoning within an argument or claim. (L: 4/5) 	<ul style="list-style-type: none"> • Text annotations • Outlines

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>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). (RL.9-10.9)</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies literary importance and/or significance of literary/historical text. (L: 4/5) b. evaluates the author’s purpose in drawing upon and transforming source material to craft the literacy/historical text. (L: 4/5) c. summarizes the literary/historical text. (L: 4/5) d. interprets the theme and key concepts to compare/contrast the authors’ multiple perspectives. (L: 4/5) 	<ul style="list-style-type: none"> • Reading journal • Group discussion • Annotated notes • Literature circles • Literature-circle logs • Graphic organizer
	<p>10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed. (RL.9-10.10)</p> <p>By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed. (RI.9-10.10)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. makes meaning from appropriately complex stories, dramas, and poems as well as difficult informational text. (L: 4/5) b. engages with appropriately complex texts. (L: 4/5) c. selects texts that are interesting, motivating, and appropriate for who they are as readers. (L: 4/5) 	<ul style="list-style-type: none"> • Literature circles • Reading logs • Book reviews • Book presentations • Running records • Benchmarks • Reading conferences • Multi-media presentations

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>11. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies qualities of arguments. (L: 4/5) b. writes an argument to support a claim. (L: 4/5) c. uses logical reasoning and relevant evidence (credible sources) to support claim. (L: 4/5) d. uses words, phrases, and clauses to clarify relationships and create cohesion. (L: 4/5) e. writes with an academic style. (L: 4/5) f. writes with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion text supports argument). (L: 4/5) g. acknowledges and distinguishes claim from alternate or opposing claims. (L: 4/5) 	<ul style="list-style-type: none"> • Argumentative paragraph • Document-based essay or speech • Graphic organizer/outline • Rubric • Writer’s notebook • Dialectical journal

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>12. Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (L: 4/5) b. develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (L: 4/5) c. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (L: 4/5) d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. (L: 4/5) e. establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (L: 4/5) f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (L: 4/5) 	<ul style="list-style-type: none"> • Public-service brochure • Public-service commercial • Rubric • Writing samples • Graphic organizer • Annotated bibliography

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>13. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. writes a real or imagined narrative that engages and orients the reader by setting out the problem, situation or observation, establishing one point of view, and introducing a narrator and/or characters to create a smooth progression of experiences or events. (L: 4/5) b. uses narrative techniques such as dialogue, reflection, and a single plot line to develop experiences, events, and/or characters. (L: 4/5) c. uses a variety to sequence events so that they build on one another to create a coherent whole. (L: 4/5) d. uses precise words and phrases telling details and sensory language to convey a picture of the experiences, settings, events, and/or characters. (L: 4/5) e. provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (L: 4/5) f. writes a real or imagined narrative that engages and orients the reader by setting out the problem, situation or observation, establishing one or more points of view, and introducing a narrator and/or characters to create a smooth progression of experiences or events. (L: 5) g. uses narrative techniques such as dialogue, reflection, and multiple plot lines to develop experiences, events, and/or characters. (L: 5) 	<ul style="list-style-type: none"> • Quick writes • Graphic organizers • Writer’s notebook • Personal Narratives • Imagined Narrative (Greek myth, creative stories) • Rubric • Checklist • Constructed outline

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>14. 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 ELOs 11-13 above.) (W.9-10.4)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies audience, purpose, and task. (L: 4/5) b. demonstrates techniques for organizing writing. (L: 4/5) c. uses style appropriate to purpose and task (audience opinion, informative, explanatory, and narrative). (L: 4/5) d. designs consistent, appropriate style for writing. (L: 4/5) e. produces clear and coherent writing. (L: 4/5) 	<ul style="list-style-type: none"> • Writing continuum • Writing samples • Rubric • Checklist • Daily writing journal
	<p>15. 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. (W.9-10.5)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses planning, revision, editing, rewriting, or a new approach to strengthen writing. (L: 4/5) b. explains techniques used to make writing appropriate for purpose and audience. (L: 4/5) c. produces writing that is well-developed and strong. (L: 4/5) 	<ul style="list-style-type: none"> • Self-edit checklist • Grade sheet • Teacher conference • Peer conference
	<p>16. 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. (W.9-10.6)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses technology (including internet) to produce, publish, and update individual or shared writing. (L: 4/5) b. uses technology to link to and display information. (L: 4/5) c. uses technology to interact and collaborate with others. (L: 4/5) 	<ul style="list-style-type: none"> • Works-cited page • Published writing • Google Docs • PowerPoint presentation • Photo story • Prezi • Edmodo • Videotaped speech or presentation

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>17. 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. (W.9-10.7)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses research to answer a self-generated question or solve a problem. (L: 4/5) b. narrows or broadens research when appropriate. (L: 4/5) c. uses multiple sources for research. (L: 4/5) d. demonstrates understanding of the subject through research. (L: 4/5) e. synthesizes multiple sources. (L: 4/5) 	<ul style="list-style-type: none"> • Graphic organizer • Checklist • Conferences • Works-cited page • Writer's notebook • Published writing • Document-based research paper • Annotated notes
	<p>18. 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. (W.9-10.8)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. gathers relevant information from multiple. (L: 4/5) b. uses authoritative print and digital sources, using advanced searches effectively. (L: 4/5) c. assesses the usefulness of each source in answering the research question. (L: 4/5) d. avoids plagiarism. (L: 4/5) e. follows a standard format for citation. (L: 4/5) f. integrates information into the text selectively to maintain the flow of ideas. (L: 5) 	<ul style="list-style-type: none"> • Graphic organizer • Checklist • Conferences • Works cited page • Writer's notebook • Published writing • Annotated notes

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>19. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9-10.9)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. critically reads literary or informational texts. (L: 4/5) b. identifies argument/claim/message in text and then analyzes credibility of source: author, timeliness, publisher, purpose, etc. (L: 4/5) c. assesses whether reasoning is valid and the evidence is relevant. (L: 4/5) d. identifies false statements and fallacious reasoning, cites evidence from literary/informational text to strengthen their research. (L: 4/5) 	<ul style="list-style-type: none"> • Venn diagram • Graphic organizers – identify/analyze/summarize • Writer’s notebook • Writing samples • Conferences
	<p>20. 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. (W.9-10.10)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. completes various pieces of writing over extended and shorter time frames. (L: 4/5) b. organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings. (L: 4/5) c. understands that writing pieces are organized and developed based on task, audience, and purpose. (L: 4/5) 	<ul style="list-style-type: none"> • Writing continuum • Writing samples • Rubric • Writer’s notebook • On-demand writing • Published writing

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	<p>21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. comes to discussions prepared, having read and researched material under study. (L: 4/5) b. draws explicitly from that preparation by referring to evidence from other texts and research on the topic to stimulate thoughtful, well-reasoned exchange of ideas. (L: 4/5) c. works 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. (L: 4/5) d. propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporates others into the discussion; and clarify, verify, or challenge ideas and conclusions. (L: 4/5) e. responds thoughtfully to diverse perspectives, summarizes points of agreement and disagreement and when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented. (L: 4/5) 	<ul style="list-style-type: none"> • Small-group discussions • Group-discussion guides • Reflections • Rubric • Literature circles • Debate

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	<p>22. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9-10.2)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. integrates multiple sources of information from a variety of media or formats. (L: 4/5) b. evaluates credibility of sources from a variety of media or formats. (L: 4/5) c. evaluates accuracy of sources from a variety of media or formats. (L: 4/5) 	<ul style="list-style-type: none"> • Reflections • Group discussions • Multi-media presentations
	<p>23. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9-10.3)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. explains how a speaker uses evidence and rhetoric. (L: 4/5) b. evaluates a speakers point of view and use of evidence and rhetoric. (L: 4/5) c. identifies any fallacious reasoning. (L: 4/5) d. identifies exaggerated or distorted evidence. (L: 4/5) 	<ul style="list-style-type: none"> • Exit slip • Reader/writer response notebook • Literature circles • Panel discussion

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	<p>24. 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 (i.e. <i>formal informative researched and persuasive speeches</i>). (SL.9-10.4)</p> <p><i>Italics indicate AASD addition.</i></p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. orally presents information, findings, and supporting evidence. (L: 4/5) b. orally presents information clearly, concisely, and logically. (L: 4/5) c. orally presents information using a clear line of reasoning. (L: 4/5) d. uses organization, development, substance, and style appropriate to task, audience, and purpose. (L: 4/5) e. maintains credibility by avoiding plagiarism and citing sources. (L: 4/5) f. understands and explains pathos, ethos, and logos and methods of motivational appeal. (L: 4/5) g. applies and presents understanding of pathos, ethos, and logos and methods of motivational appeal (e.g. cognitive dissonance, Maslow’s Hierarchy, fear) through a formal persuasive speech. (L: 4/5) h. demonstrates confidence and poise during formal presentations, interacting with audience, making eye contact, and selecting gestures mindful of their effect. (L: 4/5) i. demonstrates fluency with varied inflection, speaking rate, volume, and enunciation. (L: 4/5) 	<ul style="list-style-type: none"> • Speaking- presentation rubric • Presentation-graphic organizer • Individual/group presentations

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking & Listening	<p>25. 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. (SL.9-10.5)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses multimedia components and visual displays to clarify information. (L: 4/5) b. uses multimedia components and visual displays to strengthen claims by using evidence. (L: 4/5) c. uses media ethically. (L: 4/5) d. uses multimedia components and visual displays to strengthen claims by adding interest. (L: 4/5) e. understands the speaker’s audience. (L: 4/5) f. adapts media to formal and informal tasks. (L: 4/5) g. uses multimedia components and visual displays to augment their understanding of their findings. (L: 5) 	<ul style="list-style-type: none"> • Rubric • Checklist • Individual / group presentation • Photo explanation
	<p>26. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.9-10.6)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. adapts his/her speech appropriately to task and situation. (L: 4/5) b. demonstrates command of formal English when appropriate to task and situation. (L: 4/5) 	<ul style="list-style-type: none"> • Checklist • Speaking-presentation rubric • Literature circles • Panel discussion • Dramatic reading
	<p>27. <i>Perform a formal oral interpretations of text.</i></p> <p><i>Italics indicate AASD addition</i></p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. orally interprets dramatic and/or nondramatic text using appropriate verbal and nonverbal cues. (L: 4/5) b. demonstrates confidence and poise during formal presentation, interacting with audience, making eye contact, and selecting gestures mindful of their effect. (L: 4/5) c. demonstrates fluency with varied inflection, speaking rate, volume, and enunciation. (L: 4/5) 	<ul style="list-style-type: none"> • Speaking presentation rubric • Dialoging • Dramatic reading

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	<p>28. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies correct grammar and usage (including awareness of commonly misused words). (L: 4/5) b. demonstrates command of parallel structure. (L: 4/5) c. demonstrates command of noun phrases, verb phrases, and dependent clauses. (L: 4/5) 	<ul style="list-style-type: none"> • Writing samples • Checklist • Quizzes • Dictation • Assessed through daily writing practice
	<p>29. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands that effectiveness of message is enhanced through appropriate usage and grammar. (L: 4/5) b. applies conventions of standard English including capitalization, punctuations, and spelling. (L: 4/5) c. uses semicolons to link related independent clauses. (L: 4/5) d. introduces lists or quotations with a colon. (L: 4/5) 	<ul style="list-style-type: none"> • Writing samples • Checklist • Quizzes • Dictations • Assess through daily writing practice
	<p>30. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.9-10.3)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. recognizes that different style guidelines exist (such as MLA) and conforms to various style guidelines when writing and editing. (L: 4/5) b. applies knowledge of language to understand how it functions in different contexts. (L: 4/5) c. recognizes that various writing, editing choices and guidelines are used in different disciplines. (L: 4/5) 	<ul style="list-style-type: none"> • Writing revisions • Checklist • Writing conferences • Dictations • Assess through daily writing practice • Vocabulary journals

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	<p>31. 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. (L.9-10.4)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrases. (L: 4/5) b. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (L: 4/5) c. consults 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 etymology. (L: 4/5) d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L: 4/5) 	<ul style="list-style-type: none"> • Vocabulary journal • Quizzes • Sentence writing • Conferences • Posters • Reciprocal-peer teaching • Vocabulary-graphic organizer

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	<p>32. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-10.5)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. interprets figures of speech (e.g., euphemism, oxymoron) in context. (L: 4/5) b. understands and explains nuances in the meaning of words with similar denotations. (L: 4/5) c. analyzes nuances in the meaning of words with similar denotations. (L:4/5) d. interprets figures of speech and analyzes their purposes in the text denotations. (L: 5) e. analyzes nuances in the meaning of words with similar denotations. (L: 5) 	<ul style="list-style-type: none"> • Quizzes • Writing samples • Sentence writing • Annotated notes • Daily-idiom log
	<p>33. 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. (L.9-10.6)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. acquires and accurately uses grade-appropriate words and phrases. (L:4/5) b. identifies and investigates vocabulary. (L:4/5) c. understands that the extensive vocabulary needed for success in and beyond school is built through reading and study. (L:4/5) 	<ul style="list-style-type: none"> • Vocabulary journal • Quizzes • Sentence writing/paragraph writing • Conferences-teacher and student • Graphic organizers • Writing samples • Cloze activity