

# WGSD Curriculum -- Emerging Voices ACC Citing Evidence

## DRAFT

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

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Learning Goal

Students will be able to analyze a diverse, twentieth-century text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- analyzing a college-level text to draw substantiated inferences regarding the author's meaning and intent.
  - evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
  - evaluating the implications of the author's meaning and intent.
  - citing substantial textual evidence to support in-depth inferential analysis of a text or texts.
  - skillfully incorporating textual evidence in composition and discussion.
- 2: The student demonstrates he/she is nearing proficiency by
- recognizing or recalling specific vocabulary, such as *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

*incorporation, transition.*

- performing specific processes, such as
  - describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
  - citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a college-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the implications of the author's meaning and intent.
- Students will cite substantial textual evidence to support in-depth inferential analysis of a text or texts.
- Students will skillfully incorporate textual evidence in composition and discussion.

### Learning Design

# WGSD Curriculum -- Emerging Voices ACC Analysis and Synthesis of Source Material

## DRAFT

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

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Learning Goal

Students will be able to critically evaluate multiple sources of information, including representative 20th century international texts.

### 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

- analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in literary criticism.
- analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.
- interpreting texts using a variety of critical theory applications.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>• recognizing or recalling specific vocabulary, such as: explicate, critical theory, controlling idea; New Critical, Feminist, and Post-Colonial Critical Theory.</li><li>• performing specific processes, such as:<ul style="list-style-type: none"><li>• identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.</li><li>• identifying rhetorical strategies of both diction and syntax in a variety of texts.</li><li>• identifying and explaining different schools of critical theory.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
- Students will analyze the effect of rhetorical strategies of both diction and syntax in a variety of texts.
- Students will interpret texts using a variety of critical theory applications.

Learning Design

# WGSD Curriculum -- Emerging Voices ACC Course

## Content

### DRAFT

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

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RL.11-12.10](#)  
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Learning Goal

Students will be able to conduct knowledgeable interpretation and analysis of 20th century diverse fiction, nonfiction, and visual texts.

#### 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

- analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
- analyzing historical, cultural, and political themes across international literary movements.
- evaluating multiple interpretations of texts through literary criticism and theory.

	<ul style="list-style-type: none"> <li>• constructing sophisticated interpretations and insightful analyses of literary works in isolation and/or in conjunction with other works across a number of literary periods.</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>Modernist, Postmodern, Magical Realist, Existentialist, Absurd, stream-of-consciousness, free indirect discourse, internal monologue, frame narrative, Avant Garde, exegesis</i></li> <li>• performing specific processes, such as <ul style="list-style-type: none"> <li>• analyzing the influence of the texts that challenge cultural and societal norms through the texts' themes, subjects, and authorial styles.</li> <li>• identifying the historical and cultural context of a given work.</li> <li>• tracing common cultural themes within the diverse literary texts.</li> </ul> </li> </ul> <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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### Targets

- Students will analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze historical, cultural, and political themes across international literary movements.
- Students will evaluate multiple interpretations of texts through literary criticism and theory.
- Students will construct sophisticated interpretations and insightful analyses of literary works in isolation and/or in conjunction with other works across a number of literary periods.

WGSD Curriculum - Emerging Voices ACC Determining Theme

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

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a diverse literary text and analyze them in isolation and in relation to one another.

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 and assessing the development of two themes or central ideas over the course of a text, including how the themes interact with and support or conflict with each other.
- analyzing the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>theme, purpose, audience, tone, mood, motif</i>.</li> <li>• performing basic processes, such as: <ul style="list-style-type: none"> <li>o determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li> <li>o identifying some rhetorical strategies.</li> <li>o providing an objective summary of a text.</li> <li>o identifying some aspects of the rhetorical situation.</li> <li>o Identifying thematic similarities in two major texts.</li> <li>o providing an objective summary of a text, taking care to note key and specific details from the work.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students will analyze and assess the development of two themes or central ideas over the course of a text, including how the themes interact with and support or conflict with each other.
- Students will analyze the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

Learning Design



# WGSD Curriculum -- Emerging Voices ACC Writing

## Critical Analysis

### DRAFT

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

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.5](#) 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 11-12 [here](#).)

#### Learning Goal

Students will be able to write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

#### 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

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing claims and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.

- applying previously introduced schools of literary criticism accurately to the text.
- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.
- revising in response to teacher and peer feedback.

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

- recognizing or recalling basic vocabulary such as: *assertion, evidence, analysis, New Critical Analysis, Psychological Criticism, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism.*
- performing basic processes such as:
  - creating a valid assertion and using summary to provide relevant evidence in support.
  - distinguish among the schools of literary criticism.
  - establishing a formal style and achieving consistency with help.

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

WGSD Curriculum – Emerging Voices ACC Collaborative

Discussions

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

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of 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, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (<a href="#">CCSS.ELA-Literacy.SL.11-12.1c</a>)</p> <ul style="list-style-type: none"> <li>• responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (<a href="#">CCSS.ELA-Literacy.SL.11-12.1d</a>)</li> <li>• integrating multiple sources of information presented, evaluating their credibility and accuracy.</li> <li>• evaluating a speaker's point of view, logic, and use of rhetoric.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• performing specific processes, such as: <ul style="list-style-type: none"> <li>• working with peers to set rules for collegial discussions and decision making.</li> <li>• participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.</li> <li>• preparing for participation in a discussion.</li> </ul> </li> </ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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### Learning Targets

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

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

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

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

- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
- resolving issues of usage, consulting references as needed.

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

- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, appositive, gerund.*

	<ul style="list-style-type: none"><li>• performing basic processes, such as<ul style="list-style-type: none"><li>◦ using grade-appropriate grammar and usage in context.</li></ul></li></ul> <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students practice a variety of sentence patterns in isolation.
- Students revise their original compositions to improve style and increase effectiveness.(active/passive) and mood.

Learning Design



# WGSD Curriculum -- Emerging Voices ACC Analysis of Writer's Point of View, Purpose, and Structure DRAFT

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

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Learning Goal

The student will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques such as irony and point of view.

### 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 sophisticated text to determine its impact on meaning.
  - distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).
  - analyzing how the style and content of a sophisticated text that is particularly effective contributes to the power, persuasiveness, or beauty of the text.
- 2: The student demonstrates he/she is nearing the learning goal by



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|  | <ul style="list-style-type: none"><li>• recognizing or recalling specific vocabulary, such as <i>satire, irony, point of view, understatement, purpose, parallelism, anaphora</i>.</li><li>• performing basic processes, such as<ul style="list-style-type: none"><li>• recognizing or recalling examples of satire, sarcasm, irony, and understatement in a sophisticated text.</li><li>• determining point of view in a college-level text.</li></ul></li></ul> |
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1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students will identify and analyze satiric techniques in sophisticated texts.
- Students will identify and analyze point of view in sophisticated texts.

### Learning Design



# WGSD Curriculum --Emerging Voices ACC Presentation of Information DRAFT

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

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

### 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.
- making strategic use of digital media.

	<ul style="list-style-type: none"> <li>• choosing flexibly among rhetorical techniques according to task purpose.</li> <li>• demonstrating a command of academic English.</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>purpose, audience, occasion, tone, inflection, and poise</i>.</li> <li>• performing specific processes, such as <ul style="list-style-type: none"> <li>• making adequate presentations to an audience of peers after making teacher-suggested revisions.</li> <li>• making use of some digital resources.</li> <li>• demonstrating awareness of the conventions of academic English.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students discuss the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- Emerging Voices ACC Vocabulary

## Acquisition and Use

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

- [CCSS.ELA-Literacy.L.-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) 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 general grade-level 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.11-12.4a](#))
  - identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
  - consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.11-12c](#))
  - understanding the connotations of words with similar denotations.

	<p>(<a href="#">CCSS.ELA-Literacy.L.11-12.4c</a>)</p> <ul style="list-style-type: none"> <li>recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i></li> <li>performing basic processes such as recognizing grade-level words and the vocabulary of literary criticism in isolation.</li> </ul> <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