

Unit Plan by Prioritized Standards

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10RL1: Cite strong and thorough <u>textual evidence</u> to support analysis of what the <u>text says explicitly</u> as well as <u>inferences</u> drawn from the text.			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
*Cite *Support	*Textual evidence *Explicit text meaning and inferential text meaning	*Level 3 *Level 4	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
*Students will cite text appropriately. *Students will support analysis of what the text says explicitly and inferentially. *Students will infer meaning from a text.		*How do I cite textual evidence appropriately? *How can I support text analysis using explicit and inferential text meaning? *How can I infer meaning from a text?	
Next step, create assessments and engaging learning experiences			

Content Area	English	
Grade/Course	9th and 10th Literature and Composition	
Unit of Study	All	
Duration of Unit	9 weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10RL2: Determine a <u>theme</u> or <u>central idea</u> 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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Determine	*Theme	*Level 2
*Analyze	*Development of theme	*Level 3
*Summarize	*Central Idea	*Level 1
	*Summary of text	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Students will determine a theme. *Students will analyze the theme development. *Students will provide an objective summary of a text.		*How do I determine the theme of a text? *How do I analyze the development of the theme of a text? *How do I summarize a text?
Next step, create assessments and engaging learning experiences		

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 Weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10RL3: Analyze how <u>complex characters</u> (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 <u>theme</u> .			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
<ul style="list-style-type: none">IdentifyUnderstandAnalyze	<ul style="list-style-type: none">CharacterizationPlotTheme	<ul style="list-style-type: none">Level 1Level 4	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Students will analyze how characters develop.Students will analyze how character traits and interactions advance the plot.Students will analyze how characterization develops themes.		<ul style="list-style-type: none">How do I analyze a character's development?How do I use known character traits to understand plot progression?How do I use characterization to analyze theme development?	
Next step, create assessments and engaging learning experiences			

Content Area	English
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Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 Weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10RL5: Analyze how an author’s choices concerning how to <u>structure</u> a text, order <u>events</u> within it (e.g., parallel plots), and manipulate <u>time</u> (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">RecognizeIdentifyAnalyze		<ul style="list-style-type: none">Structural formatsManipulation of timePacing	<ul style="list-style-type: none">Level 1Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Students will recognize structural formatsStudents will analyze how structural formats affect a text.Students will identify time manipulation.Students will analyze the effects of time manipulation.		<ul style="list-style-type: none">How do I identify structural formats?How do structural formats affect a text?How do I recognize time manipulation in a text?How do I analyze the importance of time manipulation on a text?	
Next step, create assessments and engaging learning experiences			

Content Area	English
Grade/Course	10th Literature and Composition

Unit of Study	Nobility and Honor	
Duration of Unit	9 Weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10RL6: Analyze a particular <u>point of view</u> or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">Analyze ancient texts using annotation skillsSynthesize universal themes from multiple sources.Examine and explain alternate perspectives among various texts.	<ul style="list-style-type: none">Analyze foundational texts, archetypes, and mythology from world culturesUnderstand points of view through the lens of perspective and cultural experienceFind allusions across multiple texts past and present.	1, 2, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Students will understand that ancient cultures impact modern life.Students will analyze various types of literature from multiple sources.Students will understand the concept of archetype.Students will understand the use of allusions for deeper meaning in a text.	<ul style="list-style-type: none">How do ancient cultures impact modern society?What common themes and ideas about humanity can be found among multiple texts?What is an archetype and how do I identify one?How do archetypes impact theme?What is an allusion and how does it reveal a deeper meaning in a text?	
Next step, create assessments and engaging learning experiences		

Content Area	English
Grade/Course	9th and 10th Literature and Composition
Unit of Study	All

Duration of Unit	9 Weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10RI1: Cite strong and thorough <u>textual evidence</u> to support analysis of what the text says explicitly as well as <u>inferences</u> drawn from the text		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">● Cite● Infer● Annotate	<ul style="list-style-type: none">● Textual evidence● Citation● Claims● Inferences	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">● Students will cite appropriate evidence to support textual analysis of explicit ideas.● Students will cite appropriate evidence to support textual analysis of inferred ideas.	<ul style="list-style-type: none">● How do I determine if evidence is appropriate?● How do I properly cite appropriate evidence?● How do I determine if evidence clearly supports an inferred idea?	
Next step, create assessments and engaging learning experiences		

Content Area	English
Grade/Course	9th and 10th Literature and Composition
Unit of Study	All
Duration of Unit	9 Weeks

Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10RI2: Determine a <u>central idea</u> of a text and analyze its <u>development</u> over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective <u>summary</u> of the text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Annotate Summarize Analyze 	<ul style="list-style-type: none"> Fact Claim Opinion Summary Inference Central Idea 	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> Students will annotate a text. Students will determine the central idea. Analyze a claim's development. Provide an objective summary 		<ul style="list-style-type: none"> How do I annotate to show the development of a central idea? How do I determine the central idea? How do I analyze a claim's development? How do I summarize objectively?
Next step, create assessments and engaging learning experiences		

Content Area	English
Grade/Course	9th and 10th Literature and Composition
Unit of Study	All
Duration of Unit	9 weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELAGSE-RI3: 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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">Analyze author's styleIdentify connections between points.	<ul style="list-style-type: none">*each author has a unique style and craft in creating his/her work.*details and ideas to understand the connections the author makes in the text.	Level 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Close ReadingAnnotating a textUnderstanding the context of a work	<ul style="list-style-type: none">*How do readers identify and understand the complex ideas or events presented in a text?*How does analysis of the ideas/events and the connections between them help a reader gain more understanding from a text?	
Next step, create assessments and engaging learning experiences		

Content Area	English	
Grade/Course	9th and 10th Literature and Composition	
Unit of Study	All	
Duration of Unit	9 Weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10RI5: <u>Analyze</u> in detail how an author’s <u>ideas or claims</u> are developed and refined by particular <u>sentences, paragraphs, or larger portions of a text</u> (e.g., a section or chapter).		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">AnalyzeDetermine	<ul style="list-style-type: none">SyntaxClaimsRhetorical strategiesText StructureFluency	2,3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Understand the terms syntax and fluency.Identify and use various sentence structures for specified effect.Acquire or review knowledge of informational text structures		<ul style="list-style-type: none">What are syntax and fluency?How does syntax affect the meaning of a text?How can syntax be manipulated for effect?How does text structure impact the reader?
Next step, create assessments and engaging learning experiences		

Content Area	English	
Grade/Course	9th and 10th Literature and Composition	
Unit of Study	All except Nobility and Honor	
Duration of Unit	9 weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10RI8: Delineate and evaluate the <u>argument</u> and specific claims in a text, assessing whether the reasoning is <u>valid</u> and the evidence is <u>relevant and sufficient</u> ; identify false statements and <u>fallacious reasoning</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Delineate and evaluate argument and claims *Assess reasoning and evidence	*Arguments and claims * Reasoning * False Statements/Fallacious Reasoning	Level 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
An effective reader traces and evaluates specific claims for their validity and relevancy as well as identifies any fallacious reasoning.		How does a reader determine an author's claim and evaluate his or her reasoning? How does a reader determine if the evidence presented is valid and reasonable? How does a reader determine if an author's evidence is based on false statements?
Next step, create assessments and engaging learning experiences		

Content Area	English	
Grade/Course	9th and 10th Literature and Composition	
Unit of Study	All	
Duration of Unit	9 weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10W1: Write arguments to support claims in an <u>analysis</u> of substantive topics or texts, using <u>valid reasoning</u> and <u>relevant and sufficient evidence</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Utilize pathos, logos, ethos to develop and support arguments *Integrate evidence from sources *Develop argument in an organized and well-supported essay.	*Understanding of pathos, logos, ethos *Knowledge of logical fallacies	Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Students will learn how to consider and address appropriately the audience and purpose when framing an argument.		*How do the audience and purpose influence the structure of an argument? *In what ways should an argument appeal to an audience to be effective? *How does a writer determine the appropriate evidence to use in an argument?
Next step, create assessments and engaging learning experiences		

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10W2: Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
*Use the writing process to create effective informative/explanatory texts. *Analyze complex ideas and discuss them effectively.		*How to organize ideas and develop them effectively for the reader to understand. *How to analyze complex information.	Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
*Students will be able to analyze and explain complex ideas in written form. * Students will be able to convey information clearly and accurately through the effective selection, organization, and analysis of content.		<ul style="list-style-type: none">• How can an author use literary techniques to develop a character?• How does text analysis enhance students' understanding of characterization?	
Next step, create assessments and engaging learning experiences			

Content Area	English	
Grade/Course	9th and 10th Literature and Composition	
Unit of Study	All	
Duration of Unit	9 Weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using <u>effective techniques</u> , well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a <u>smooth progression</u> of experiences or events. b. Use narrative techniques , such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a <u>coherent whole</u> . d. Use precise words and phrases , telling details, and <u>sensory language</u> to convey a <u>vivid picture</u> of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">• Write narratives• Engage and orient readers• Use narrative techniques• Use a variety of techniques• Use precise words and phrases• Provide a conclusion	<ul style="list-style-type: none">• Know the elements of plot structure• Understand the elements of characterization• Use figurative language, imagery, sensory detail, and other literary devices• Utilize appropriate organizational structures, diction, and syntax	2,3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• Identify and emulate various narrative styles• Create meaningful narratives with complex characters.• Create meaningful narratives with appropriate use of conventions.		<ul style="list-style-type: none">• Which narrative techniques help engage readers?• How does characterization help progress the plot in a narrative?• How does varying sentence structures and conventions deepen the connection with characters and the progression of plot?
Next step, create assessments and engaging learning experiences		

Content Area	English
Grade/Course	9th Literature and Composition

Unit of Study	All	
Duration of Unit	9 weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10W4: Produce <u>clear and coherent writing</u> in which the <u>development</u> , <u>organization</u> , and <u>style</u> are appropriate to <u>task</u> , <u>purpose</u> , and <u>audience</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
*Produce	*Clear and coherent writing *Development *Organization *Style *Task *Purpose *Audience	Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Students will produce clear and coherent writing. *Students will produce writing in which the development, organization, and style are task, purpose, and audience appropriate.		*How do I produce clear and coherent writing? *How can I develop and organize my writing to ensure it is task, purpose, and audience appropriate?
Next step, create assessments and engaging learning experiences		

Content Area	English		
Grade/Course	9th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 Weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10W7: Conduct short as well as more <u>sustained research projects</u> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when <u>appropriate</u> ; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">• Conduct short and sustained research projects• narrow or broaden the inquiry• synthesize multiple sources• demonstrate an understanding of the subject		<ul style="list-style-type: none">• evaluate source material for credibility• format using various manuscript styles• publish a properly planned and coherently written product	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">• Students will narrow and broaden topics to properly publish a coherent piece of writing.• Students will understand the research process.• Students will distinguish between reliable and unreliable sources while synthesizing the material.		<ul style="list-style-type: none">• What are the steps of the research process?• How do I formulate a topic that is neither too broad or too narrow?• What are the characteristics of a reliable source? What roles do primary and secondary sources play in regard to reliability?• How do I properly cite and format research based on a specific manuscript style?	
Next step, create assessments and engaging learning experiences			

Content Area	English	
Grade/Course	9th Literature and Composition	
Unit of Study	All	
Duration of Unit	9 Weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10W8: Gather relevant information from multiple <u>authoritative print and digital sources</u> , 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 <u>plagiarism</u> and following a <u>standard format for citation</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">● Gather relevant information● Assess the usefulness of sources● Integrate Information● Understand plagiarism	<ul style="list-style-type: none">● Quote● Cite● Paraphrase● Summarize● Avoid plagiarism	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">● Students will gather relevant information to prove a research question.● Students will examine various sources for their usefulness.● Students will understand how to prioritize ideas and supporting details to most effectively prove their hypothesis/thesis.		<ul style="list-style-type: none">● How do I integrate relevant information into my research to prove a thesis?● What is the difference between paraphrasing and summarizing?● How do I cite information and properly incorporate quotations into my research project?
Next step, create assessments and engaging learning experiences		

Content Area	English
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Grade/Course	9th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 Weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “ 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]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “ 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”)			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Draw evidence from texts		<ul style="list-style-type: none">cite textual evidencemake inferencesunderstand literary criticism	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Students will understand the terms analysis and synthesis, and apply these concepts in responses to literary and informational texts.Students will understand rhetorical and informational strategies to aid in conducting analysis of texts.Students will understand literary techniques to aid in conducting literary analysis.Students will cite the text to prove claims.		<ul style="list-style-type: none">What does it mean to analyze and synthesize a text?How do I analyze a writer's style to critique their work?How do rhetoric and other informational writing strategies contribute to the author's purpose?How do I use my knowledge of literary elements to critique an author’s style?How do I cite explicit and implicit information to prove my literary criticism?	
Next step, create assessments and engaging learning experiences			

Content Area	English
Grade/Course	9th and 10th Literature and Composition

Unit of Study	All	
Duration of Unit	9 weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10L1: Demonstrate command of the standards of standard English grammar and usage when writing or speaking. a. Use <u>parallel structure</u> b. Use various types of <u>phrases</u> (noun, verb, adjectival, participial, prepositional, and absolute) and <u>clauses</u> (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing presentations.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">● Demonstrate● Use	<ul style="list-style-type: none">● Standard English grammar and usage● Parallel structure● Various types of phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute● Clauses: independent, dependent, noun, relative, adverbial	Level 2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<ul style="list-style-type: none"> Students will demonstrate standard English grammar and usage in writing and speaking. Students will understand and use parallel structure Students will be able to identify and use various types of phrases in their writing Students will be able to identify and use various types of clauses in their writing 	<ul style="list-style-type: none"> How can I demonstrate a command of Standard English grammar and usage in my writing and my speaking? How can I identify and use parallel structure in my writing? How can I identify and use various types of phrases to add variety and interest to my writing or presentations? How can I identify and use various types of clauses to add variety and interest to my writing or presentations?
Next step, create assessments and engaging learning experiences	

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 Weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10L2: Demonstrate command of the conventions of <u>standard English</u> capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a <u>conjunctive adverb</u>) to link two or more closely related <u>independent clauses</u> . b. Use a colon to introduce a list or quotation. c. Spell correctly. d. Produces legible work that shows accurate spelling and correct use of the <u>conventions</u> of punctuation and capitalization.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">• Demonstrate command of conventions• Use a semicolon• Use a colon• Spell• Produce legible work		<ul style="list-style-type: none">• independent and dependent clauses• spelling rules• semicolon rules• colon rules	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">• Students will incorporate semicolons and colons into their writing.• Students will spell correctly.• Students will use standard conventions of English to produce concise and legible writings.		<ul style="list-style-type: none">• How does punctuation influence fluency in writing?• How do I use a semicolon correctly?• How do I use a colon correctly?	
Next step, create assessments and engaging learning experiences			

Content Area	English
Grade/Course	9th Literature and Composition
Unit of Study	All
Duration of Unit	9 Weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELAGSE9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. **Interpret** figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text.

d. **Analyze** nuances in the meaning of words with similar denotations.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Demonstrate • Interpret • Analyze 	<ul style="list-style-type: none"> • Understanding of figurative language • Understanding of word relationships • Understanding of nuances in word meanings • Figures of speech (role in the text) • Nuances in meaning of words with similar denotations 	<p>Level 2</p> <p>Level 3</p>

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> • Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Students will interpret figures of speech and analyze their role in the text. • Students will analyze nuances in the meaning of words with similar denotations. 	<ul style="list-style-type: none"> • How do I determine the figurative and connotative meanings of words and phrases in a text? • How do words and phrases impact an author's meaning and tone?
Next step, create assessments and engaging learning experiences	

Content Area	English		
Grade/Course	9th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10L6: Acquire and use accurately general academic and <u>domain-specific words</u> and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate <u>independence in gathering vocabulary knowledge</u> when considering a word or phrase important to comprehension or expression			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">• Acquire• Use• Demonstrate		<ul style="list-style-type: none">• General academic and domain specific words and phrases• Independence in gathering vocabulary knowledge	Level 3 Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
One must acquire and use academic and domain-specific words important to comprehension and expression.		How does one select key vocabulary specific to purpose in writing and speaking? How does one understand key vocabulary within a text or when listening for comprehension?	

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	Unit 1 in 9th and All in 10th		
Duration of Unit	9 Weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10SL1: Initiate and participate effectively in a range of <u>collaborative discussions</u> (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.			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s	
<ul style="list-style-type: none">● Initiate● Participate	<ul style="list-style-type: none">● initiate collaborative discussions● participate in collaborative etiquette● consider various points of view● address opposing viewpoints		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">● Confidently interact with peers and adults● Cultivate the ability to present information to a group or audience● Cultivate a mature perspective on diverse cultures and points of view		<ul style="list-style-type: none">● What is the etiquette for collaborative discourse?● How do I properly present information to an audience using different formats?● How do I address opposing viewpoints accurately and respectfully?●	
Next step, create assessments and engaging learning experiences			

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10SL2: Integrate <u>multiple sources of information</u> presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the <u>credibility</u> and <u>accuracy</u> of each source.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">● Integrate sources of information● Evaluate credibility and accuracy of a source		<ul style="list-style-type: none">● Multiple sources of information● Diverse media or formats● Credibility● Accuracy of source	Level 3 Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">● Students will integrate multiple sources of information in diverse media or formats.● Students will evaluate the credibility and accuracy of multiple sources of information		<ul style="list-style-type: none">● How can I integrate multiple sources of information in diverse media or formats?● How can I evaluate the credibility and accuracy of a source?	
Next step, create assessments and engaging learning experiences			

Content Area	English	
Grade/Course	9th and 10th Literature and Composition	
Unit of Study	All	
Duration of Unit	9 Weeks	
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELAGSE9-10SL4: Present information, findings, and supporting evidence <u>clearly, concisely, and logically</u> such that listeners can follow the <u>line of reasoning</u> and the <u>organization, development, substance, and style</u> are <u>appropriate</u> to purpose, audience, and task.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">● Present● Understand	<ul style="list-style-type: none">● sufficient evidence based on argument or claim● bias● logical fallacy● persuasive rhetorical	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">● Distinguish between circumstances calling for formal language and those calling for less formal language● Provide evidence and support for positions, claims, and assertions made, whether formally or informally● Distinguish valid reasoning from logical fallacy		<ul style="list-style-type: none">● How do I analyze my positions for bias?● How do I identify logical fallacies and avoid them?● How do I provide adequate evidence for they types of claims/assertions made?
Next step, create assessments and engaging learning experiences		

Content Area	English		
Grade/Course	9th and 10th Literature and Composition		
Unit of Study	All		
Duration of Unit	9 weeks		
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELAGSE9-10SL3: Evaluate a speaker’s <u>point of view</u> , reasoning, and use of <u>evidence</u> and <u>rhetoric</u> , identifying any <u>fallacious reasoning, or exaggerated or distorted evidence</u> .			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">● Evaluate● Identify		<ul style="list-style-type: none">* Speaker’s point of view* Reasoning* Use of evidence* Use of rhetoric* Fallacious reasoning* Exaggerated or distorted evidence	<div>Level 4</div> <div>Level 2</div>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">● Students will evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.● Students will identify any fallacious reasoning or exaggerated or distorted evidence.		<ul style="list-style-type: none">● How can I evaluate a speaker’s point of view?● How can I evaluate a speaker’s reasoning?● How can I evaluate a speaker’s use of evidence and rhetoric?● How can I identify any fallacious reasoning or exaggerated or distorted evidence?	
Next step, create assessments and engaging learning experiences			