



**School  
District of the  
City of St.  
Charles**

# **9-12 English Language Arts**

Approved by the Board of Education  
July 15, 2021



## **9-12 English Language Arts Curriculum Committee**

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## **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

## **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible



## **District Goals**

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

## **School District Philosophical Foundations**

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

## **9-12 ELA Rationale**

The rationale for English Language Arts in the St. Charles School District is to provide a foundation for all students in the areas of reading literary and informational texts, writing, language, and speaking and listening. Through written and discussion-based analysis of texts and author's choices, students will become critical thinkers. By focusing on essential standards, students will learn the skills necessary to harness their own rhetorical voices and evaluate and select information to formulate an educated opinion. Differentiating instruction through a Standards Based Grading model ensures that each student has mastered the curriculum.

## **9-12 ELA Program Goals**

- Apply 21st Century Skills through reading, writing, speaking, and listening
- Read and understand any text or text format
- Think critically and select the most relevant information
- Effectively communicate ideas through speaking and writing
- Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life

## 9-12 ELA Course Descriptions

**English 1:** This course is designed to lay the foundation for successful high school reading and writing and satisfies the English graduation requirement. English 1 will further the students' reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.

**English 2:** This course satisfies the graduation requirement and consists of instruction in world literature, writing, word study, research, and speaking/listening. Literature will include selections of fiction, nonfiction, poetry, drama and mythology. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical, expository, and persuasive essays and a research paper. Students will evaluate various types of media. Students will continue to strengthen their vocabulary. This course will contain formal and informal speaking and listening opportunities. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 2.

**English 3:** This course satisfies the graduation requirement and continues to expand and reinforce the student's skills of analysis and evaluation of literature, writing, word study, research, and speaking and listening. Through reading fiction, nonfiction, drama, and poetry, the student will examine the changing nature of the American Dream and how it pervades American literature. Key writing concepts include thorough knowledge of the writing process, organizational structure, modes of discourse, and grammatical conventions. Students will use specialized literary sources including literary criticism. Students will continue to develop oral communication skills through formal and informal presentations.

**English 4:** English 4 focuses on senior level writing and reading skills in preparation for a post-secondary setting. Writing skills will include research, argumentation, coherent text development, audience, and purpose. Students will apply formal or informal tone as appropriate for audience, task and purpose through various writing and speaking activities. Reading skills will include comprehension, textual evidence, themes, key ideas and details, as well as multiple interpretations of various works.

**College and Career Readiness:** This course is designed for students who are currently enrolled in English 1 and/or English 2 who may need individualized support and instruction. English: College/Career Readiness is an opportunity to improve the reading, writing and language skills necessary to prepare for future course work in English and success in a post-secondary setting.

**College Composition 1:** This course introduces students to writing for the purposes of the university setting, by focusing on the elements of rhetoric that govern communication (audience, purpose, discourse community, and context). Writing and discussion will focus on rhetorical strategies necessary for writing,

and thinking tools that university work will require. Students will also examine how to compose arguments and incorporate research methods into writing.

**College Composition 2:** This course introduces students to writing for the purposes of the university setting, by focusing on the elements of rhetoric that govern communication (audience, purpose, discourse community, and context). Writing and discussion will focus on rhetorical strategies necessary for writing, and thinking tools that university work will require. Students will also examine how to compose arguments and incorporate research methods into writing.

**AP Language:** The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This college level course will prepare students for the Advanced Placement Language and Composition exam.

**AP Literature:** This is a college level course, which prepares the students for the Advanced Placement Literature and Composition exam. Students should be aware of the rigor, intensity, and scope that this course will demand. This course will further develop students' abilities as skilled analysts of a broad range of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will study, analyze, and write from a variety of literary genres. The main emphasis will be writing critical essays under time constraints with emphasis on point of view, imagery, figurative language, syntax, style, structure, and diction. These essays should demonstrate what is expected at the end of a college freshman course in English. Students will enhance vocabulary, grammar, research skills as well as speaking and listening skills.

**Creative Writing 1:** Students will use original ideas and individuality to increase fluency and to develop as writers. Students will experiment with prose and poetry formats to produce a significant body of writing including background research. Students will maintain and update a writer's portfolio; and brainstorm, edit, critique, and conference with teacher and peers. Students will read examples by professional writers and expand their writing abilities with a variety of genres. Since this course requires several major writings, students should have a strong desire to express themselves through the written word.

**Creative Writing 2:** Students will continue to develop original ideas and individuality to advance as writers. Students will enhance their prose and poetry skills to produce and prepare for publication of individual, original writings including background research. Students will continue to maintain a writer's portfolio; and brainstorm, edit, critique, and conference with teachers and peers. Students will read examples by professional writers and expand their writing skills. Since this course requires several major writings, students should have a strong desire to express themselves through the written word. Students will learn the techniques of positive feedback and encouragement as an integral part of the writing process.

## 9-12 ELA Enduring Understandings/Essential Learning Outcomes

### English 1:

- Writing style and structure depend on the audience and situation.
- Supporting a claim requires relevant, cited evidence.
- Structure, punctuation, and grammar are essential to clear and concise writing
- Narratives are an effective means of sharing universal experiences.
- Effective stories utilize appropriate word choice, characterization, tone, and descriptive language.
- Dialogue is an important component of characterization.
- Texts are created by authors with specific purposes in mind.
- A theme is developed through character and symbolism.
- Irony is a key component of many literary works.
- Poetry uses powerful and descriptive language to evoke emotion.
- The structure of a poem can compel thoughtful word choice.
- Most of the time, dramatic literature is meant to be spoken.
- Authors use inference and literary or poetic devices to develop characters and themes
- Organization and use of conventions are essential to effective communication.
- Citations are necessary to properly credit source information.
- An effective research paper requires more than your own ideas.

### English 2:

- Students will be able to understand the development of a theme throughout a narrative text as it relates to human nature.
- Students will be able to understand diverse viewpoints and perspectives presented through various narrative media.
- Students will understand that narrative texts should include elements of character development, plot structure, and sensory details.
- Students will understand the value of using inferential skills to draw conclusions from a fictional text.
- Students will understand that citing valuable text evidence can help support their analysis of a fictional text.
- Students will understand that fictional stories can be used to express real world lessons.
- Students will be able to understand diverse viewpoints and perspectives presented through fictional texts.
- Students will understand the organizational structure and elements, such as thesis and coherent development, needed to write a successful literary analysis.
- Students will understand the value of drawing conclusions to help them create interpretations of informational texts.
- Students will understand that citing valuable text evidence can help support their analysis of an informational text.
- Students will understand that visual text features are valuable ways to communicate knowledge.

- Students will understand that effective expository writing involves clear and coherent communication.
- Students will understand the value of drawing conclusions to help them create interpretations of argumentative texts.
- Students will understand the value of using evidence to support their argument.
- Students will understand that a credible argument avoids fallacies and bias.
- Students will understand that different perspectives exist and must be explored, respected, and possibly disproven.
- Students will understand that blending narrative, expository, and argumentative elements creates stronger writing, which is more likely to persuade their audience.

### **English 3:**

- Students will understand that fiction can be conveyed through a variety of mediums, including fiction, poetry, and drama.
- Students will understand that authors make choices in their writing to convey themes and to develop a character.
- Students will understand that authors use word choice to establish their voice and the tone and mood.
- Students will understand that a piece may generate multiple interpretations.
- Students will understand that symbols and motifs will contribute to the depth of themes.
- Students will understand that characterization contributes to the depth of themes.
- Students will understand how to respond to literature through different types of writing, such as argumentative or expository.
- Students will understand and apply proper elements of narrative.
- Students will intentionally design and structure a narrative for a chosen audience.
- Students will revise and edit their writing to experiment with nuance and discover their writing style.
- Students will work collaboratively to edit writing.
- Students will understand the role the nonfiction text plays in the world around us.
- Students will understand the elements and effects of author bias and intent.
- Students will understand that they need to understand their role as a reader in interpreting the author's meaning.
- Students will be able to use context clues to determine the meaning of unknown words and concepts.
- Students will be able to present their written work to an audience.
- Students will learn how to anticipate audience reaction, and how to control their writing to do so.
- Students will be able to properly cite in MLA format to avoid plagiarism.
- Students will understand how to find quality supporting evidence.
- Students will understand how to use evidence that supports their main claim or supporting claims.
- Students will understand how to establish and find evidence for a claim.
- Students will understand styles of informational writing, such as argumentative or expository and how to use them for their purpose and intent.

**English 4:**

- Students will understand the importance of syntactic language.
- Students will understand the importance of using correct grammar to adequately convey ideas.
- Students will understand the aspects of how literature works together to create a whole.
- Students will interpret a text to understand its meaning.
- Students will understand how an author's choices work together to create a whole.
- Students will understand the need to use multiple reading strategies to understand a text.
- Students will understand the importance of syntactic language.
- Students will understand the importance of critically evaluating the validity of a text.
- Importance of comprehending nonfiction text.
- How to integrate relevant sources appropriately.
- Importance of syntactic language.
- Importance of using correct grammar to adequately convey ideas.

**College Composition 1:**

- Authors' use of organization, word choice, and syntax are persuasive tools that need to be identified and engaged with.
- Responding to a piece of literature requires engagement and understanding of persuasive writing tools.
- Historical and religious context is important to understanding themes in a story.
- Using textual evidence is essential in supporting a claim.
- Characters and themes are developed throughout a dramatic work.
- Inference is key in understanding dramatic works.
- Knowing your audience is important in understanding and developing different types of writing.
- Vocabulary and style are important when developing this genre of writing.
- Demonstrating knowledge of a work requires higher level thinking and analysis.
- Focus and organization are key to explaining ideas and understanding of a literary work.

**College Composition 2:**

- Comprehending and evaluating differing ideas is important to developing your own arguments and opinions about a topic.
- Proper citing of information is important in writing.
- Editing is essential to developing and publishing ideas in writing.
- Visual expression is an important way to present important issues and viewpoints.
- Clarity in your message comes from mastery of visual cues and conventions.
- It is just as important to do individual work in visual and oral format as in written format.
- It is important to evaluate an author's choices in ideas and their development to support your own claim.
- Understanding critiques of a work helps to develop your own ideas of a text.
- Clear documentation is essential in developing arguments and information.
- Editing and reflection are an important part of the writing process.
- Reflection on my own writing is essential to growth.

## **AP Language**

- Individuals write within a particular situation and make strategic writing choices based on that situation.
- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments
- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- The rhetorical situation informs the strategic stylistic choices that writers make

## **AP Literature**

- The sequence in which the text reveals information is a structural choice made by a writer that contributes to the reader's interpretation.
- Commentary establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
- Poetry and prose fiction have fundamental differences that affect understanding.
- A narrator's or speaker's perspective controls the details and emphases. This affects how readers experience and interpret a text.
- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- A line of reasoning should be supported by relevant and sufficient evidence.
- Setting and the details within a text not only depict a time and place, but also convey values.
- Contrasting ideas helps to give meaning to experiences and information.
- Expert communication requires use of relevant compositional elements.

## **Creative Writing**

- **Development:** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- **Revise & Edit:** Review, revise, and edit writing with consideration for the task, purpose, and audience.
- **Evidence/Inference:** Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **Word Meanings:** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- **Structure:** Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.



- Craft and Meaning: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
- Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

**College and Career Readiness:**

- How to develop a character to develop a theme.
- The impact word choice has on meaning.
- How purpose is presented by an author
- How the theme is developed in writing.
- Literature is connected to real life experiences.
- How to develop a character to develop a theme.
- The impact word choice has on meaning
- the value of using research to support their use of shared information
- The impact word choice has on meaning.
- The impact word choice has on meaning.
- The importance of asking questions and determining an answer.
- The importance of setting specific, achievable goals.
- Multiple different organizational strategies are important to succeeding in academic life.
- How to develop a character to develop a theme.
- The impact word choice has on meaning
- How purpose is presented by an author
- How the theme is developed in writing.
- Literature is connected to real life experiences.
- How to develop a character to develop a theme.
- The impact word choice has on meaning
- the value of using research to support their use of shared information
- The impact word choice has on meaning.
- The impact word choice has on meaning.
- The importance of asking questions and determining an answer.

Scope and Sequence - High School ELA	English 1, Honors, Gifted						English 2, Honors, Gifted				English 3				English 4			
	Units -->						Units -->				Units -->				Units -->			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Timeframe -->						Timeframe -->				Timeframe -->				Timeframe -->				
	4 Wks	7 Wks	7 Wks	3 Wks	8 Wks	7 Wks	4-6 wks	10-12 wks	4-6 wks	10-12 wks	12-14 wks	2-4 wks	7-9 wks	10-12 wks	4-6 Wks	8-10 Wks	8-10 Wks	4-6 Wks
9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant textual evidence.	x								x	x								
9-10.RI.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings using context, affixes, or reference materials.	x	x																
9-10.RI.1.C - Text Features: Interpret visual elements of a text including those from different media or formats.									x									
9-10.RI.1.D - Summarize/Claim: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	x		x															
9-10.RI.2.D - Argument/ Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.										x								
9-10.RI.3.D - Comprehension: Read and comprehend informational text independently and proficiently.	x	x																
9-10.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	x					x												
9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	x	x	x	x		x	x	x	x									
9-10.W.3.A.c - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.	x	x	x	x		x												
9-10.RL.1.A - Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				x	x	x		x										
9-10.RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.				x	x	x												
9-10.RL.1.D - Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.				x		x	x	x										
9-10.SL.1.C - Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. Screen reader support enabled.							x	x		x								
11-12.RI.1.A - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.													x	x				x
11-12.RI.1.D - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.													x	x				x
11-12.RI.2.D - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.													x	x			x	x
11-12.RI.3.D - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.													x	x			x	x
11-12.W.1.A.a - Research: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.												x	x	x			x	
11-12.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience.																		
11-12.W.3.A - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.																		
11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.												x		x	x	x	x	
11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.											x	x	x	x	x		x	x



Scope and Sequence - High School ELA	AP Literature				AP Language				College Composition 1				College Composition 2							
	Units -->				Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
	Timeframe -->				9 Wks	9 Wks	9 Wks	9 Wks	15 wks	10 Wks	7 Wks	3 Wks	2 Wks	8 Wks	3 Wks	5 Wks	8 Wks	2 Wks	7 Wks	1 Wk
9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant																				
9-10.RI.1.B - Word Meanings: Determine the meaning of words and phrases as they are																				
9-10.RI.1.C - Text Features: Interpret visual elements of a text including those from differ																				
9-10.RI.1.D - Summarize/Claim: Using appropriate text, determine two or more themes in																				
9-10.RI.2.D - Argument/ Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.																				
9-10.RI.3.D - Comprehension: Read and comprehend informational text independently and proficiently.																				
9-10.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital, integrate information using a standard citation system.																				
9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.																				
9-10.W.3.A.c - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.																				
9-10.RL.1.A - Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																				
9-10.RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.																				
9-10.RL.1.D - Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.																				
9-10.SL.1.C - Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. Screen reader support enabled.																				
11-12.RI.1.A - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.								x	x	x	x	X				X				
11-12.RI.1.D - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.								x	x	x		X								
11-12.RI.2.D - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.								x	x	x		X								
11-12.RI.3.D - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.								x	x	x					X					
11-12.W.1.A.a - Research: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	x	x	x	x	x	x	x								X			X		
11-12.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.																				
11-12.W.3.A - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.																				
11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text	x	x	x	x	x						x	X	X	X	X	X	X	X	X	
11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	x	x	x	x							x	X	X	X	X	X	X	X	X	

Scope and Sequence - High School ELA	AP Literature				AP Language				College Composition 1				College Composition 2							
	Units -->				Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4				
	Timeframe -->				9 Wks	9 Wks	9 Wks	9 Wks	15 wks	10 Wks	7 Wks	3 Wks	2 Wks	8 Wks	3 Wks	5 Wks	8 Wks	2 Wks	7 Wks	1 Wk
11-12.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.			X										X		X				X	
11-12.RL.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.																				
11-12.RL.2.A - Structure: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.																				
11-12.RL.2.C - Craft and Meaning: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.																				
11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	X	X											X						X	
11-12.RL.3.C - Synthesize Ideas from Multiple Texts: Evaluate how an author's work reflects his or her historical/cultural perspective.	X												X						X	
11-12.RL.3.D - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	X	X	X	X									X		X				X	
11-12.SL.2.A - Speak audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.																				



Scope and Sequence - High School ELA	Creative Writing 1				Creative Writing 2		College and Career Readiness								
	Units -->				Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
	Timeframe -->				6 Wks	3 Wks	4 Wks	4 Wks	9 Wks	9 Wks					
9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant															
9-10.RI.1.B - Word Meanings: Determine the meaning of words and phrases as they are															
9-10.RI.1.C - Text Features: Interpret visual elements of a text including those from differ															
9-10.RI.1.D - Summarize/Claim: Using appropriate text, determine two or more themes in															
9-10.RI.2.D - Arguments/ Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.															
9-10.RI.3.D - Comprehension: Read and comprehend informational text independently and proficiently.															
9-10.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.															
9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.															
9-10.W.3.A.c - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.															
9-10.RL.1.A - Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.															
9-10.RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.															
9-10.RL.1.D - Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.															
9-10.SL.1.C - Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. Screen reader support enabled.															
11-12.RI.1.A - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.															
11-12.RI.1.D - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.															
11-12.RI.2.D - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.															
11-12.RI.3.D - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.															
11-12.W.1.A.a - Research: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation															
11-12.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.															
11-12.W.3.A - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.															
11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text															
11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.															

Scope and Sequence - High School ELA	Creative Writing 1				Creative Writing 2		College and Career Readiness							
	Units -->							Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2								
Timeframe -->	6 Wks	3 Wks	4 Wks	4 Wks	9 Wks	9 Wks								
11-12.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.														
11-12.RL.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.		x		x	x	x								
11-12.RL.2.A - Structure: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	x		x	x	x	x								
11-12.RL.2.C - Craft and Meaning: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.		x			x	x								
11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	x				x	x		x	x	x				
11-12.RL.3.C - Synthesize Ideas from Multiple Texts: Evaluate how an author's work reflects his or her historical/cultural perspective.								x	x	x				
11-12.RL.3.D - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.														
11-12.SL.2.A - Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	x	x	x	x	x	x								

## English 1 *Course Overview*

<b>Grade level(s): 9</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>This course is necessary to provide a solid foundation for all students in the areas of reading literature and informational texts, writing, language, and speaking and listening. Through written and discussion-based analysis of texts and author’s choices, students will become critical thinkers. Critical thinking is a necessary life skill that will follow students through their high school career and beyond graduation.</p>	<p>This course is designed to lay the foundation for successful high school reading and writing and satisfies the English graduation requirement. English 1 will further the students’ reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.</p>
<b>Transfer Goals/Big Ideas</b>	
<p>Apply 21st Century Skills through reading, writing, speaking, and listening            Read and understand any text or text format            Think critically and select the most relevant information            Effectively communicate ideas through speaking and writing            Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</p>	



### Priority Missouri Learning Standards/National Standards

9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

9-10.RI.1.D - Summarize/Claim: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

9-10.RI.3.D - Comprehension: Read and comprehend informational text independently and proficiently.

9-10.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

9-10.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

9-10.W.3.A.c - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.



## Unit 1: Writing Structure & Style

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RI.1.A 9-10.RI.1.B 9-10.RI.3.D  9-10.RL.1.A 9-10.RL.1.D	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
9-10.W.2.A 9-10.W.3.A.C	<b>Enduring Understandings</b>  Writing style and structure depend on the audience and situation.  Supporting a claim requires relevant, cited evidence.  Structure, punctuation, and grammar are essential to clear and concise writing.	<b>Essential Questions</b>  How do I communicate effectively with different groups (peers, authority figures, etc.)?  How do I select the best type of writing for my purpose?  How do I select and evaluate evidence to support a topic sentence/claim?  How do I use punctuation and grammar to make my writing clear and concise?
<b>Learning Targets</b>		
<i>Students will...</i> <ul style="list-style-type: none"> <li>● Produce clear and coherent paragraphs in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.</li> <li>● Review, revise, and edit writing with consideration for accurate punctuation and grammar.</li> <li>● Cite relevant textual evidence to support a claim or topic sentence and provide supporting details.</li> </ul>		
<b>Unit Duration:</b>		
<b>4 weeks (10 classes)</b>		



## Unit 2: Narrative (Reading & Writing)

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RI.1.B 9-10.RI.3.D  9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Narratives are an effective means of sharing universal experiences.  Effective stories utilize appropriate word choice, characterization, tone, and descriptive language.  Dialogue is an important component of characterization.	Why do people tell stories?  What are the components of an engaging story?  How do I use writing conventions to tell an effective story?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> <li>● Read nonfiction narratives and analyze the craft and structure.</li> <li>● Produce a clear and coherent personal narrative with appropriate development, organization, style, and voice.</li> <li>● Use accurate writing conventions.</li> </ul>		
Unit Duration:		
7 weeks (17 classes)		



## Unit 3: Literary Analysis

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10 RI.1.D 9-10.RL.1.A 9-10.RL.1.B 9-10.RL.1.D 9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Texts are created by authors with specific purposes in mind.  A theme is developed through character and symbolism.  Irony is a key component of many literary works.	What is the author’s purpose?  What techniques does the author use to support the purpose?  How does the author develop theme and character?
Learning Targets		
<i>Students will...</i> Read a sustained literary work. Analyze how the author uses literary techniques such as characterization, symbolism, irony, and theme in an essay.		
Unit Duration:		
7 weeks (17 classes; end semester 1)		



## Unit 4: Poetry Reading & Writing

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RL.1.A 9-10.RL.1.B  9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Poetry uses powerful and descriptive language to evoke emotion.  The structure of a poem can compel thoughtful word choice.	What is the purpose of poetry?  How do I use word choice to evoke powerful emotions?  How does the structure of a poem impact word choice?
Learning Targets		
<i>Students will...</i> Analyze and draw inferences about poetry with attention to word choice. Write their own poetry using structure, style, voice, and editing appropriate to the task.		
Unit Duration:		
3 weeks (7 classes)		



## Unit 5: Analyzing Dramatic Works

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RL.1.A 9-10.RL.1.B 9-10.RL.1.D	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Most of the time, dramatic literature is meant to be spoken.  Authors use inference and literary or poetic devices to develop characters and themes.	How is dramatic writing different from narrative writing?  How does dramatic writing tell a story with limited exposition?  How do playwrights use literary or poetic devices to develop a theme?
Learning Targets		
<i>Students will...</i> Draw inferences and cite textual evidence to explain character development and theme. Provide objective and concise summaries of the play. Analyze the author's use of literary and poetic devices as they support the theme. <i>Students will determine the meaning of words in context using context, affixes, or reference materials.</i>		
Unit Duration:		
8 weeks (20 classes)		



## Unit 6: Informational Writing

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.W.1.A 9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Organization and use of conventions are essential to effective communication.  Citations are necessary to properly credit source information.  An effective research paper requires more than your own ideas.	What are effective ways for people to share information?  How do I find and analyze accurate sources of information?  How can I ethically incorporate others' ideas into my writing?
Learning Targets		
Students will... Conduct research to gather information about a topic using multiple, relevant, credible sources. Integrate information using MLA format. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience. Review, revise, and edit writing with consideration for the task, purpose, and audience.		
Unit Duration:		
<b>7 weeks</b>		



## Assessment Evidence

Rubrics/Scoring	Assessment
<p>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a> [ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul> <p>Unit One Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Given a prompt, write an email to the teacher using appropriate language, structure, and conventions.</li><li>● Identify which paragraph structure should be chosen based on example situations.</li><li>● Create a review/response to a work appropriate for the audience. Give evidence from a short story or article to support a claim.</li><li>● Identify appropriate or inappropriate use of grammar and conventions in given sentences.</li></ul> <p>Unit Two Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write a narrative essay using dialogue.</li><li>● “Humans of Saint Louis/Humans of New York” interview and narrative writing essay.</li></ul> <p>Unit Three Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write a literary analysis essay</li></ul> <p>Unit Four Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Create a poetry portfolio</li></ul> <p>Unit Five Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Create an additional scene for a script</li></ul> <p>Unit Six Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write an informative research paper with correct MLA formatting</li></ul>





## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-4				
5-11				
12-18				
18-20				
21-28				
29-36				

## English 1 Honors Course Overview

<b>Grade level(s): 9</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>This course is necessary to provide a solid foundation in the areas of reading, writing, language, as well as speaking and listening skills. Through written and discussion-based analysis of texts and author’s choices, students will become critical thinkers, able to create and support opinions with evidence. Critical thinking is a necessary life skill that will follow students through their high school career and beyond graduation. In addition, students will be challenged to lead as well as create, demonstrating the skills to each other and collaborating in ways above normal classroom expectations. Challenging students to support ideas, polish evidence, and take charge all lead to the creation of active participants in class but also in students’ careers and communities of the future.</p>	<p>This course is designed to lay the foundation for successful high school reading and writing and satisfies the English graduation requirement. English 1 Honors will further the students’ reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.</p>
<b>Transfer Goals/Big Ideas</b>	
<p>Apply 21st Century Skills through reading, writing, speaking, and listening  Read and understand any text or text format  Think critically and select the most relevant information  Effectively communicate ideas through speaking and writing  Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</p>	
<b>Priority Missouri Learning Standards/National Standards</b>	
<p>9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RI.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	

9-10.RI.1.D - Summarize/Claim: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

9-10.RI.3.D - Comprehension: Read and comprehend informational text independently and proficiently.

9-10.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

9-10.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

9-10.W.3.A.c - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.



## Unit 1: Writing Structure & Conventions

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas					
9-10.RI.1.A 9-10.RI.1.B 9-10.RI.3.D  9-10.RL.1.A 9-10.RL.1.D	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life					
9-10.W.2.A 9-10.W.3.A.C	<table border="1"> <thead> <tr> <th data-bbox="535 511 1314 581">Enduring Understandings</th> <th data-bbox="1318 511 2003 581">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="535 581 1314 993"> <p>Structure, punctuation, and grammar are essential to clear and concise writing.</p> <p>Writing style and structure depend on the audience and situation.</p> <p>Supporting a claim requires relevant, cited evidence.</p> </td> <td data-bbox="1318 581 2003 993"> <p>How do I communicate effectively with different groups (peers, authority figures, etc.)?</p> <p>How do I select the best type of writing for my purpose?</p> <p>How do I select and evaluate evidence to support a topic sentence/claim?</p> <p>How do I use punctuation and grammar to make my writing clear and concise?</p> </td> </tr> </tbody> </table>	Enduring Understandings	Essential Questions	<p>Structure, punctuation, and grammar are essential to clear and concise writing.</p> <p>Writing style and structure depend on the audience and situation.</p> <p>Supporting a claim requires relevant, cited evidence.</p>	<p>How do I communicate effectively with different groups (peers, authority figures, etc.)?</p> <p>How do I select the best type of writing for my purpose?</p> <p>How do I select and evaluate evidence to support a topic sentence/claim?</p> <p>How do I use punctuation and grammar to make my writing clear and concise?</p>	
Enduring Understandings	Essential Questions					
<p>Structure, punctuation, and grammar are essential to clear and concise writing.</p> <p>Writing style and structure depend on the audience and situation.</p> <p>Supporting a claim requires relevant, cited evidence.</p>	<p>How do I communicate effectively with different groups (peers, authority figures, etc.)?</p> <p>How do I select the best type of writing for my purpose?</p> <p>How do I select and evaluate evidence to support a topic sentence/claim?</p> <p>How do I use punctuation and grammar to make my writing clear and concise?</p>					

### Learning Targets

*Students will...*

- Produce clear and coherent paragraphs in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.
- Review, revise, and edit writing with consideration for accurate punctuation and grammar.
- Cite relevant textual evidence to support a claim or topic sentence and provide supporting details.

### Unit Duration:

4 weeks (10 classes)



## Unit 2: Narrative (Reading & Writing)

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RI.1.B 9-10.RI.3.D  9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Narratives are an effective means of sharing universal experiences.  Effective stories utilize appropriate word choice, characterization, tone, and descriptive language.  Dialogue is an important component of characterization.	Why do people tell stories?  What are the components of an engaging story?  How do I use writing conventions to tell an effective story?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> <li>● Read nonfiction narratives and analyze the craft and structure.</li> <li>● Produce a clear and coherent personal narrative with appropriate development, organization, style, and voice.</li> <li>● Use accurate writing conventions.</li> </ul>		
Unit Duration:		
7 weeks (17 classes)		



## Unit 3: Literary Analysis

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10 RI.1.D 9-10.RL.1.A 9-10.RL.1.B 9-10.RL.1.D 9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Texts are created by authors with specific purposes in mind.  A theme is developed through character, symbolism, and irony.	What is the author’s purpose?  What techniques does the author use to support the purpose?  How does the author develop theme and character?
Learning Targets		
<i>Students will...</i> Read a sustained literary work. Analyze how the author uses literary techniques such as characterization, symbolism, irony, and theme in an essay.		
Unit Duration:		
7 weeks (17 classes; end semester 1)		



## Unit 4: Poetry Reading & Writing

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RL.1.A 9-10.RL.1.B  9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Poetry uses powerful and descriptive language to evoke emotion.  The structure of a poem can compel thoughtful word choice.	What is the purpose of poetry?  How do I use word choice to evoke powerful emotions?  How does the structure of a poem impact word choice?
Learning Targets		
<i>Students will...</i> Analyze and draw inferences about poetry with attention to word choice. Write their own poetry using structure, style, voice, and editing appropriate to the task.		
Unit Duration:		
3 weeks (7 classes)		



## Unit 5: Analyzing Dramatic Works

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RL.1.A 9-10.RL.1.B 9-10.RL.1.D	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Most of the time, dramatic literature is meant to be spoken.  Authors use inference and literary or poetic devices to develop characters and themes.	How is dramatic writing different from narrative writing?  How does dramatic writing tell a story with limited exposition?  How do playwrights use literary or poetic devices to develop a theme?
Learning Targets		
<i>Students will...</i> Draw inferences and cite textual evidence to explain character development and theme. Provide objective and concise summaries of the play. Analyze the author’s use of literary and poetic devices as they support the theme. <i>Students will determine the meaning of words in context using context, affixes, or reference materials.</i>		
Unit Duration:		
8 weeks (20 classes)		





## Unit 6: Informational Writing

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.W.1.A 9-10.W.2.A 9-10.W.3.A.C	Apply 21st Century Skills through reading, writing, speaking, and listening Read and understand any text or text format Think critically and select the most relevant information Effectively communicate ideas through speaking and writing Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life	
	Enduring Understandings	Essential Questions
	Organization and use of conventions are essential to effective communication.  Citations are necessary to properly credit source information.  An effective research paper requires more than your own ideas.	What are effective ways for people to share information?  How do I find and analyze accurate sources of information?  How can I ethically incorporate others' ideas into my writing?
Learning Targets		
Students will... Conduct research to gather information about a topic using multiple, relevant, credible sources. Integrate information using MLA format. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience. Review, revise, and edit writing with consideration for the task, purpose, and audience.		
Unit Duration:		
7 weeks		



## Assessment Evidence

Rubrics/Scoring	Assessment
<p>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a> [ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul> <p>Unit One Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Given a prompt, write an email to the teacher using appropriate language, structure, and conventions.</li><li>● Identify which paragraph structure should be chosen based on example situations.</li><li>● Create a review/response to a work appropriate for the audience. Give evidence from a short story or article to support a claim.</li><li>● Identify appropriate or inappropriate use of grammar and conventions in given sentences.</li></ul> <p>Unit Two Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write a narrative essay using dialogue.</li><li>● “Humans of Saint Louis/Humans of New York” interview and narrative writing essay.</li></ul> <p>Unit Three Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write a literary analysis essay</li></ul> <p>Unit Four Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Create a poetry portfolio</li></ul> <p>Unit Five Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Create an additional scene for a script</li></ul> <p>Unit Six Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write an informative research paper with correct MLA formatting</li></ul>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-4				
5-11				
12-18				
18-20				
21-28				
29-36				

**Strand 1: 9-10.RI.1.A**

**Topic: Evidence/Inference**

**Grade: 9**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will cite strong and thorough textual evidence to support analysis for what the text says explicitly as well as inferences drawn from the grade appropriate informational text through literary elements.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>Analyzes textual elements using literary devices in short and long term writing assignments, such as irony and symbolism.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: Defines literary elements (e.g., tone, mood, author’s purpose) Identifies examples from grade-appropriate text.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**Strand 1: 9-10.RI.1.B**

**Topic: Word Meanings**

**Grade: 9**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student can determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>While reading, students will identify unknown terms and analyze their definition and usage.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student can determine the meaning of words and phrases using context clues and/or reference materials.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0	Even with help, no understanding or skill demonstrated.		

<b>Strand 1: 9-10 RI.1.D</b>			
<b>Topic: Summarize/Claim</b>			
<b>Grade: 9</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		Students will read a variety of texts and analyze textual elements in order to connect themes to life experiences.
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: will identify two or more themes in a text and relate them to life experiences; provide a summary of the text.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>1</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand 1: 9-10.RI.3.D		
Topic: Comprehension		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will read and comprehend informational text independently</b> drawing conclusions, inferring and analyzing what the text says explicitly.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	Students will read a variety of texts and analyze textual elements.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: will read and comprehend informational text with some prompting.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 2: 9-10.W.1.A**

**Topic: Research**

**Grade: 9**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student: will conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		Students will create a Works Cited page using relevant and credible sources.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: will conduct research to answer a question provided by the teacher; gather multiple sources (of varying relevance); use a standard citation system with support.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0	Even with help, no understanding or skill demonstrated.		



<b>Strand 2: 9-10.W.2.A</b>			
<b>Topic: Development</b>			
<b>Grade: 9</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student: will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		Student will create long form writing which includes citations and a Works Cited page using multiple sources.
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: produce clear and coherent writing with support; some errors in organization, style and voice. Produce blended writing with significant scaffolding.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>1</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand 2: 9-10.W.3.A.		
Topic: Revise & Edit		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student: will review, revise, and edit writing with consideration for the task, purpose, and audience.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>	Students will revise a long form writing through self-corrections, teacher guided corrections, and peer revisions to formulate a final writing that is appropriate for the task and audience.
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: require support to review, revise, and edit writing. Some consideration for task, purpose, and audience.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0	Even with help, no understanding or skill demonstrated.	

## Gifted English 1

### *Course Overview*

<b>Grade level(s): 9</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>This course is necessary to provide a solid foundation in the areas of reading, writing, language, speaking/ listening skills while meeting the affective needs of the gifted student. Through written and discussion-based analysis of texts and author’s choices, students will enhance critical thinking strategies, like making connections, analyzing information, articulating guiding questions, and developing opinions backed with evidence. Critical thinking is a necessary life skill that will follow students through their high school career and beyond graduation.</p>	<p>This course is designed to lay the foundation for successful high school reading and writing and satisfies the English graduation requirement. Gifted English 1 will further the students’ reading, writing, language, speaking and listening skills while simultaneously meeting the affective needs of gifted students. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.</p>
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	

**Priority Missouri Learning Standards/National Standards**

9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

9-10.RI.1.D - Summarize/Claim: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

9-10.RI.3.D - Comprehension: Read and comprehend informational text independently and proficiently.

9-10.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

9-10.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

9-10.W.3.A.c - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.



## Unit 1: Writing Structure & Conventions

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas											
9-10.RI.1.A 9-10.RI.1.B 9-10.RI.3.D  9-10.RL.1.A 9-10.RL.1.D	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>											
9-10.W.2.A 9-10.W.3.A.C	<table border="1"> <thead> <tr> <th data-bbox="562 555 1310 618">Enduring Understandings</th> <th data-bbox="1318 555 1984 618">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 618 1310 716">Effective communication changes with the audience and is essential to developing positive relationships.</td> <td data-bbox="1318 618 1984 716">How do I communicate effectively with different groups (peers, authority figures, etc.)?</td> </tr> <tr> <td data-bbox="562 716 1310 813">Writing style and structure depend on the audience and situation.</td> <td data-bbox="1318 716 1984 813">How do I select the best type of writing for my purpose?</td> </tr> <tr> <td data-bbox="562 813 1310 911">Supporting a claim requires relevant, cited evidence.</td> <td data-bbox="1318 813 1984 911">How do I select and evaluate evidence to support a topic sentence/claim?</td> </tr> <tr> <td data-bbox="562 911 1310 1003">Structure, punctuation, and grammar are essential to clear and concise writing.</td> <td data-bbox="1318 911 1984 1003">How do I use punctuation and grammar to make my writing clear and concise?</td> </tr> </tbody> </table>	Enduring Understandings	Essential Questions	Effective communication changes with the audience and is essential to developing positive relationships.	How do I communicate effectively with different groups (peers, authority figures, etc.)?	Writing style and structure depend on the audience and situation.	How do I select the best type of writing for my purpose?	Supporting a claim requires relevant, cited evidence.	How do I select and evaluate evidence to support a topic sentence/claim?	Structure, punctuation, and grammar are essential to clear and concise writing.	How do I use punctuation and grammar to make my writing clear and concise?	
Enduring Understandings	Essential Questions											
Effective communication changes with the audience and is essential to developing positive relationships.	How do I communicate effectively with different groups (peers, authority figures, etc.)?											
Writing style and structure depend on the audience and situation.	How do I select the best type of writing for my purpose?											
Supporting a claim requires relevant, cited evidence.	How do I select and evaluate evidence to support a topic sentence/claim?											
Structure, punctuation, and grammar are essential to clear and concise writing.	How do I use punctuation and grammar to make my writing clear and concise?											
<b>Learning Targets</b>												
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Be able to articulate the goal of a piece of writing (prewrite) and evaluate if it meets the intended outcome (reflection).</li> <li>● Produce clear and coherent paragraphs in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.</li> <li>● Review, revise, and edit writing with consideration for accurate punctuation and grammar.</li> <li>● Cite relevant textual evidence to support a claim or topic sentence and provide supporting details.</li> </ul>												
<b>Unit Duration:</b>												
4 weeks (10 classes)												



## Unit 2: Narrative (Reading & Writing)

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RI.1.B 9-10.RI.3.D  9-10.W.2.A 9-10.W.3.A.C	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Narratives are an effective means of sharing universal experiences.</p> <p>Narratives are a tool for understanding the perspective and motivation of others.</p> <p>Effective stories utilize appropriate word choice, characterization, tone, and descriptive language.</p> <p>Dialogue is an important component of characterization.</p>	<p>Why do people tell stories?</p> <p>What are the components of an engaging story?</p> <p>How do I use writing conventions to tell an effective story?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Read nonfiction narratives and analyze the craft and structure.</li> <li>● Read nonfiction narratives, articulate the intended goal of the piece, and reflect on their response to it.</li> <li>● Produce a clear and coherent personal narrative with appropriate development, organization, style, and voice.</li> <li>● Use accurate writing conventions.</li> </ul>		
Unit Duration:		
7 weeks (17 classes)		



## Unit 3: Literary Analysis

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10 RI.1.D 9-10.RL.1.A 9-10.RL.1.B 9-10.RL.1.D	<ul style="list-style-type: none"><li>• Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>• Read and understand any text or text format</li><li>• Think critically and select the most relevant information</li><li>• Effectively communicate ideas through speaking and writing</li><li>• Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
9-10.W.2.A 9-10.W.3.A.C	Enduring Understandings	Essential Questions
	Texts are created by authors with specific purposes in mind.  A theme is developed through character, symbolism, and irony.	What is the author's purpose?  What techniques does the author use to support the purpose?  How does the author develop theme and character?
Learning Targets		
<i>Students will...</i> Read a sustained literary work. Evaluate an author's effectiveness at developing a theme through one of the following: characterization, symbolism, or irony.		
Unit Duration:		
7 weeks (17 classes; end semester 1)		



## Unit 4: Poetry Reading & Writing

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RL.1.A 9-10.RL.1.B  9-10.W.2.A 9-10.W.3.A.C	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	Poetry uses powerful and descriptive language to evoke emotion.  The structure of a poem can compel thoughtful word choice.  Powerful, descriptive language and effective word choice is relevant in writing styles beyond poetry.	What is the purpose of poetry?  How do I use word choice to evoke powerful emotions?  How does the structure of a poem impact word choice?
Learning Targets		
<i>Students will...</i> Analyze and draw inferences about poetry with attention to word choice. Write (and edit/revise) original poetry using structure, style, and voice appropriate to the task. Articulate how effective word choice and descriptive language in poetry transfers to other styles of writing.		
Unit Duration:		
3 weeks (7 classes)		





## Unit 5: Analyzing Dramatic Works

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.RL.1.A 9-10.RL.1.B 9-10.RL.1.D	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	Most of the time, dramatic literature is meant to be spoken.  Authors use inference and literary or poetic devices to develop characters and themes.  What an author doesn't include can be just as important as the actual text.	How is dramatic writing different from narrative writing?  How does dramatic writing tell a story with limited exposition?  How do playwrights use literary or poetic devices to develop a theme?
Learning Targets		
<i>Students will...</i> Draw inferences... and cite textual evidence to explain character development and theme. Analyze the author's use of literary and poetic devices as they support the theme. Create guiding questions about what is not explicitly stated in the text and hypothesize how additional details would change the theme of the dramatic work.		
Unit Duration:		
8 weeks (20 classes)		



## Unit 6: Informational Writing

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
9-10.W.1.A 9-10.W.2.A 9-10.W.3.A.C	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Organization and use of conventions are essential to effective communication.</p> <p>Citations are necessary to properly credit source information.</p> <p>An effective research paper requires more than your own ideas.</p>	<p>What are effective ways for people to share information?</p> <p>How do I find and analyze accurate sources of information?</p> <p>How can I ethically incorporate others' ideas into my writing?</p>
Learning Targets		
<p>Students will...</p> <p>Conduct research to gather information about a topic using multiple, relevant, credible sources.</p> <p>Integrate information using MLA format.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience.</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p>		
Unit Duration:		
7 weeks		



## Assessment Evidence

Rubrics/Scoring	Assessment
<p>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a> [ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul> <p>Unit One Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Given a prompt, write an email to the teacher using appropriate language, structure, and conventions.</li><li>● Identify which paragraph structure should be chosen based on example situations.</li><li>● Create a review/response to a work appropriate for the audience. Give evidence from a short story or article to support a claim.</li><li>● Identify appropriate or inappropriate use of grammar and conventions in given sentences.</li></ul> <p>Unit Two Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write a narrative essay using dialogue.</li><li>● “Humans of Saint Louis/Humans of New York” interview and narrative writing essay.</li></ul> <p>Unit Three Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write a literary analysis essay</li></ul> <p>Unit Four Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Create a poetry portfolio</li></ul> <p>Unit Five Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Create an additional scene for a script</li></ul> <p>Unit Six Assessment Suggestions:</p> <ul style="list-style-type: none"><li>● Write an informative research paper with correct MLA formatting</li></ul>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-4				
5-11				
12-18				
18-20				
21-28				
29-36				

## English II

### *Course Overview*

<b>Grade level(s): 10</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>The rationale for English II in the St. Charles School District is to develop proficient readers, writers, speakers, and listeners. Students will read a variety of literary and informational texts, as well as exercising writing skills which address various audiences and purposes such as informing, persuading, and telling a story. Such skills will allow students to think more critically, making them more valuable contributors to a diverse society. Differentiating instruction through Standards Based Grading ensures that each student has mastered the curriculum.</p>	<p>This course satisfies the graduation requirement and consists of instruction in world literature, writing, word study, research, and speaking/listening. Literature will include selections of fiction, nonfiction, poetry, drama and mythology. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical, expository, and persuasive essays and a research paper. Students will evaluate various types of media. Students will continue to strengthen their vocabulary. This course will contain formal and informal speaking and listening opportunities. Students will be required to take an “End of Course” exam provided by the State of Missouri at the completion of English 2.</p>
<b>Transfer Goals/Big Ideas</b>	
<p>Students will</p> <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
<b>Priority Missouri Learning Standards</b>	

- 9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.1.C -Text Features: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 9-10.RI.2.D - Argument/ Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.1.D Summarize/Theme: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 9-10.SL.1.C - Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. Screen reader support enabled.
- 9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

#### **Supplemental Missouri Learning Standards**

- 9-10.RL.2.B - Analyze how point of view is reflected in the characters, setting and plot.
- 9-10.RL.2.C - Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RL.2.D - Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- 9-10.RL.3.B - Explain how and why an author alludes to or transforms source material within his or her text.
- 9-10.RL.3.C - Analyze how multiple texts reflect historical and/or cultural contexts.
- 9-10.SL.2.C - Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.RI.2.B - Analyze how an author uses rhetoric to advance a point of view or purpose.
- 9-10.RI.2.C - Analyze the cumulative impact of specific word choices and syntax on meaning and tone.



## Unit #1: NARRATIVE

Standards	Transfer Goal(s) /Big Ideas	
Priority: 9-10.RL.1.D 9-10.SL.1.C 9-10.W.2.A  Supplemental: 9-10.RL.2.B 9-10.RL.2.C 9-10.RL.2.D	Students will: <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> <li>● Students will be able to understand the development of a theme throughout a narrative text as it relates to human nature.</li> <li>● Students will be able to understand diverse viewpoints and perspectives presented through various narrative media.</li> <li>● Students will understand that narrative texts should include elements of character development, plot structure, and sensory details.</li> </ul>	<ul style="list-style-type: none"> <li>● How can a narrative text explore real world connections and life lessons?</li> <li>● How can diverse lived experiences and elements of media be represented in a narrative text?</li> <li>● What elements of the writing process must be followed to create a successful narrative text?</li> </ul>

### Learning Targets

- Students will read and comprehend a variety of narrative texts and view various narrative media.
- Students will be able to interpret themes present in narrative texts and be able to make real world connections to those themes.
- Students will be able to craft a piece of narrative writing that reflects elements of narrative structure, such as plot development, characterization, and imagery.
- Students will be able to utilize the writing process to publish a successful piece of narrative writing.

### Unit Duration:

4-6 weeks



## Unit # 2: FICTION

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority:            9-10.RL.1.A            9-10.RL.1.D            9-10.SL.1.C            9-10.W.2.A</p> <p>Supplemental:            9-10.RL.2.D            9-10.RL.3.B            9-10.RL.3.C</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> <li>● Students will understand the value of using inferential skills to draw conclusions from a fictional text.</li> <li>● Students will understand that citing valuable text evidence can help support their analysis of a fictional text.</li> <li>● Students will understand that fictional stories can be used to express real world lessons.</li> <li>● Students will be able to understand diverse viewpoints and perspectives presented through fictional texts.</li> <li>● Students will understand the organizational structure and elements, such as thesis and coherent development, needed to write a successful literary analysis.</li> </ul>	<ul style="list-style-type: none"> <li>● How do inference making skills allow readers to interpret and analyze fictional texts?</li> <li>● How can using evidence from fictional texts allow readers to support their analysis of those texts?</li> <li>● How can a fictional text explore real world connections and life lessons?</li> <li>● How can diverse lived experiences and elements of media be represented in a fictional text?</li> <li>● What elements of the writing process must be followed to create a successful literary analysis?</li> </ul>



### Learning Targets

- Students will read and comprehend a variety of fictional texts and their respective fictional counterparts in media.
- Students will be able to interpret themes present in fictional texts and be able to make real world connections to those themes.
- Students will be able to craft a piece of literary analysis writing that reflects knowledge of thesis, organizational structure, and development.
- Students will be able to find and cite textual evidence from fiction to support their analysis of that piece of fiction.
- Students will be able to utilize the writing process to publish a successful literary analysis.

### Unit Duration:

10-12 weeks



## Unit #3: EXPOSITORY

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: 9-10.RI.1.A 9-10.RI.1.C 9-10.W.2.A</p> <p>Supplemental: 9-10.SL.2.C</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Students will understand the value of drawing conclusions to help them create interpretations of informational texts.</li><li>● Students will understand that citing valuable text evidence can help support their analysis of an informational text.</li><li>● Students will understand that visual text features are valuable ways to communicate knowledge.</li><li>● Students will understand that effective expository writing involves clear and coherent communication.</li></ul>	<ul style="list-style-type: none"><li>● How does drawing conclusions allow readers to interpret and analyze informational texts?</li><li>● How can using evidence from informational texts allow readers to develop their understanding of the topic?</li><li>● How do authors of informational texts use text features such as charts and graphs to convey information?</li><li>● What elements of the writing process must be followed to create a successful expository piece of writing?</li></ul>

**Learning Targets**

- Students will proficiently read and interpret informational texts and media.
- Students will identify and cite effective textual evidence to support their interpretation of an informational text.
- Students will interpret visual elements that communicate information in a meaningful way.
- Students will create a clear and coherent piece of expository writing.

**Unit Duration:**

4-6 weeks



## Unit #4: ARGUMENTATION

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: 9-10.RI.1.A 9-10.RI.2.D 9-10.SL.1.C 9-10.W.2.A</p> <p>Supplemental: 9-10.RI.2.B 9-10.RI.2.C</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Students will understand the value of drawing conclusions to help them create interpretations of argumentative texts.</li><li>● Students will understand the value of using evidence to support their argument.</li><li>● Students will understand that a credible argument avoids fallacies and bias.</li><li>● Students will understand that different perspectives exist and must be explored, respected, and possibly disproven.</li><li>● Students will understand that blending narrative, expository, and argumentative elements creates stronger writing, which is more likely to persuade their audience.</li></ul>	<ul style="list-style-type: none"><li>● How does drawing conclusions allow readers to interpret and analyze argumentative texts?</li><li>● How can using evidence from various texts allow readers to support and enhance their personal argument?</li><li>● How can evaluating an author’s argument, including identifying fallacies and bias, show the credibility of the argument?</li><li>● How can acknowledging the different perspectives others may have on a topic strengthen your personal argument?</li><li>● How can blending elements of narrative, expository, and argumentative writing help create a successful persuasive piece of writing?</li></ul>

### Learning Targets

- Students will proficiently read and comprehend argumentative texts, seeking to identify a claim within that argument.
- Students will identify, incorporate, and cite textual evidence to prove validity of an argument.
- Students will evaluate argumentative texts with bias and fallacies in mind.
- Students will identify counterclaims to an argument and develop a rebuttal against those counterclaims.
- Students will follow a writing process to create an argument that successfully presents a claim, defends with data, and explains with a warrant.
- Students will effectively blend genres of writing, including narrative, expository, and argumentative, to successfully persuade audiences.

### Unit Duration:

**10-12 weeks**



## Assessment Evidence

Rubric/Scoring	Assessment
<p data-bbox="109 305 550 414"><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p data-bbox="109 467 508 495"><a href="#">Performance Task Review Criteria</a></p>	<p data-bbox="667 305 1075 397">Narrative Summatives: Test over story terms Create a piece of narrative writing</p> <p data-bbox="667 430 1054 522">Fiction Summatives: Test over literary terms in TKAM Synthesis literary analysis</p> <p data-bbox="667 555 1213 678">Expository Summatives: Summarize/interpret article with chart/graph Research project &amp; presentation Quiz over drama terms and types of irony</p> <p data-bbox="667 717 1033 841">Summatives: Micro Argument Rhetorical devices quiz Argumentative research paper</p> <p data-bbox="667 906 919 933"><a href="#">What is assessment?</a></p> <p data-bbox="667 938 1528 966"><i>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p data-bbox="667 1003 1291 1031">(Pre-assessment can double as the post-assessment)</p> <ul data-bbox="718 1068 1585 1286" style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4-6 wks	Narrative	Mythology, short stories (TBD)	<ul style="list-style-type: none"><li>- Students will read and comprehend a variety of narrative texts, and view various narrative media.</li><li>- Students will be able to interpret themes present in narrative texts, and be able to make real world connections to those themes.</li><li>- Students will be able to craft a piece of narrative writing which reflects elements of narrative structure, such as plot development, characterization, and imagery.</li><li>- Students will be able to utilize the writing process to publish a successful piece of narrative writing.</li></ul>	Summatives: Test over story terms Create a piece of narrative writing
10-12 wks	Fiction	<i>To Kill A Mockingbird</i> , <i>Just Mercy</i> (non-fiction book), short stories, poetry, art (TBD)	<ul style="list-style-type: none"><li>-Students will read and comprehend a variety of fictional texts and their respective fictional counterparts in the media.</li><li>- Students will be able to interpret themes present in fictional texts, and be able to make real world connections to those themes.</li><li>- Students will be able to craft a piece of literary analysis writing which reflects</li></ul>	Summatives: Test over literary terms in <i>TKAM</i> Synthesis literary analysis

4-6 wks	Expository	"Julius Caesar", various articles in research	<p>knowledge of thesis, organizational structure, and development.</p> <ul style="list-style-type: none"> <li>- Students will be able to find and cite textual evidence from fiction to support their analysis of that piece of fiction.</li> <li>- Students will be able to utilize the writing process to publish a successful literary analysis.</li> </ul>	
			<ul style="list-style-type: none"> <li>-Students will proficiently read and interpret informational texts and media.</li> <li>- Students will identify and cite effective textual evidence to support their interpretation of an informational text.</li> <li>- Students will interpret visual elements which communicate information in a meaningful way.</li> <li>- Students will create a clear and coherent piece of expository writing.</li> </ul>	<p>Summatives: summarize/interpret article with chart/graph Research project &amp; presentation Quiz over drama terms and types of irony</p>
10-12 wks	Argumentation	Online databases	<ul style="list-style-type: none"> <li>- Students will proficiently read and comprehend argumentative texts, seeking to identify a claim within that argument.</li> <li>- Students will identify, incorporate, and cite textual evidence to prove validity of an argument.</li> <li>- Students will evaluate argumentative texts with bias and fallacies in mind.</li> </ul>	<p>Summatives: Micro Argument Rhetorical devices quiz Argumentative research paper</p>



			<ul style="list-style-type: none"><li>- Students will identify counterclaims to an argument, and develop a rebuttal against those counterclaims.</li><li>- Students will follow a writing process to create an argument which successfully presents a claim, defends with data, and explains with a warrant.</li><li>- Students will effectively blend genres of writing including narrative, expository, and argumentative to successfully persuade audiences.</li></ul>	
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## Honors English II

### Course Overview

<b>Grade level(s): 10</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>The rationale for Honors English II in the St. Charles School District is to develop proficient readers, writers, speakers, and listeners. Students will read a variety of literary and informational texts, as well as exercising writing skills which address various audiences and purposes such as informing, persuading, and telling a story. Such skills will allow students to think more critically, making them more valuable contributors to a diverse society. Differentiating instruction through Standards Based Grading ensures that each student has mastered the curriculum.</p>	<p>This course satisfies the graduation requirement and consists of instruction in world literature, writing, word study, research, and speaking/listening. Literature will include selections of fiction, nonfiction, poetry, drama and mythology. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension 30 of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical, expository, and persuasive essays and a research paper. Students will evaluate various types of media. Students will continue to strengthen their vocabulary. This course will contain formal and informal speaking and listening opportunities. Students will be required to take an “End of Course” exam provided by the State of Missouri at the completion of English 2.</p>
<b>Transfer Goals/Big Ideas</b>	
<p>Students will</p> <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	

### Priority Missouri Learning Standards

- 9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.1.C -Text Features: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 9-10.RI.2.D - Argument/ Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.1.D Summarize/Theme: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 9-10.SL.1.C - Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. Screen reader support enabled.
- 9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

### Supplemental Missouri Learning Standards

- 9-10.RL.2.B - Analyze how point of view is reflected in the characters, setting and plot.
- 9-10.RL.2.C - Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RL.2.D - Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- 9-10.RL.3.B - Explain how and why an author alludes to or transforms source material within his or her text.
- 9-10.RL.3.C - Analyze how multiple texts reflect historical and/or cultural contexts.
- 9-10.SL.2.C - Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.RI.2.B - Analyze how an author uses rhetoric to advance a point of view or purpose.
- 9-10.RI.2.C - Analyze the cumulative impact of specific word choices and syntax on meaning and tone.



## Unit #1: NARRATIVE

Standards	Transfer Goal(s) /Big Ideas	
Priority: 9-10.RL.1.D 9-10.SL.1.C 9-10.W.2.A  Supplemental: 9-10.RL.2.B 9-10.RL.2.C 9-10.RL.2.D	Students will: <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	<b>Enduring Understandings</b>	<b>Essential Questions</b>
	<ul style="list-style-type: none"> <li>● Students will be able to understand the development of a theme throughout a narrative text as it relates to human nature.</li> <li>● Students will be able to understand diverse viewpoints and perspectives presented through various narrative media.</li> <li>● Students will understand that narrative texts should include elements of character development, plot structure, and sensory details.</li> </ul>	<ul style="list-style-type: none"> <li>● How can a narrative text explore real world connections and life lessons?</li> <li>● How can diverse lived experiences and elements of media be represented in a narrative text?</li> <li>● What elements of the writing process must be followed to create a successful narrative text?</li> </ul>
<b>Learning Targets</b>		
<ul style="list-style-type: none"> <li>● Students will read and comprehend a variety of narrative texts, and view various narrative media.</li> <li>● Students will be able to interpret themes present in narrative texts, and be able to make real world connections to those themes.</li> <li>● Students will be able to craft a piece of narrative writing which reflects elements of narrative structure, such as plot development, characterization, and imagery.</li> <li>● Students will be able to utilize the writing process to publish a successful piece of narrative writing.</li> </ul>		
<b>Unit Duration:</b>		
4-6 weeks		



## Unit # 2: FICTION

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: 9-10.RL.I.A 9-10.RL.I.D 9-10.SL.1.C 9-10.W.2.A</p> <p>Supplemental: 9-10.RL.2.D 9-10.RL.3.B 9-10.RL.3.C</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Students will understand the value of using inferential skills to draw conclusions from a fictional text.</li><li>● Students will understand that citing valuable text evidence can help support their analysis of a fictional text.</li><li>● Students will understand that fictional stories can be used to express real world lessons.</li><li>● Students will be able to understand diverse viewpoints and perspectives presented through fictional texts.</li><li>● Students will understand the organizational structure and elements, such as thesis and coherent development, needed to write a successful literary analysis.</li></ul>	<ul style="list-style-type: none"><li>● How do inference making skills allow readers to interpret and analyze fictional texts?</li><li>● How can using evidence from fictional texts allow readers to support their analysis of those texts?</li><li>● How can a fictional text explore real world connections and life lessons?</li><li>● How can diverse lived experiences and elements of media be represented in a fictional text?</li><li>● What elements of the writing process must be followed to create a successful literary analysis?</li></ul>

### Learning Targets

- Students will read and comprehend a variety of fictional texts and their respective fictional counterparts in media.
- Students will be able to interpret themes present in fictional texts, and be able to make real world connections to those themes.
- Students will be able to craft a piece of literary analysis writing which reflects knowledge of thesis, organizational structure, and development.
- Students will be able to find and cite textual evidence from fiction to support their analysis of that piece of fiction.
- Students will be able to utilize the writing process to publish a successful literary analysis.

### Unit Duration:

10-12 weeks



## Unit #3: EXPOSITORY

Standards	Transfer Goal(s) /Big Ideas	
Priority: 9-10.RI.1.A 9-10.RI.1.C 9-10.W.2.A  Supplemental: 9-10.SL.2.C	Students will: <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> <li>● Students will understand the value of drawing conclusions to help them create interpretations of informational texts.</li> <li>● Students will understand that citing valuable text evidence can help support their analysis of an informational text.</li> <li>● Students will understand that visual text features are valuable ways to communicate knowledge.</li> <li>● Students will understand that effective expository writing involves clear and coherent communication.</li> </ul>	How does drawing conclusions allow readers to interpret and analyze informational texts? <ul style="list-style-type: none"> <li>● How can using evidence from informational texts allow readers to develop their understanding of the topic?</li> <li>● How do authors of informational texts use text features such as charts and graphs to convey information?</li> <li>● What elements of the writing process must be followed to create a successful expository piece of writing?</li> </ul>
Learning Targets		
<ul style="list-style-type: none"> <li>● Students will proficiently read and interpret informational texts and media.</li> <li>● Students will identify and cite effective textual evidence to support their interpretation of an informational text.</li> <li>● Students will interpret visual elements which communicate information in a meaningful way.</li> <li>● Students will create a clear and coherent piece of expository writing.</li> </ul>		
Unit Duration:		
4-6 weeks		



## Unit #4: ARGUMENTATION

Standards	Transfer Goal(s) /Big Ideas	
Priority: 9-10.RI.1.A 9-10.RI.2.D 9-10.SL.1.C 9-10.W.2.A  Supplemental: 9-10.RI.2.B 9-10.RI.2.C	Students will: <ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Students will understand the value of drawing conclusions to help them create interpretations of argumentative texts.</li><li>● Students will understand the value of using evidence to support their argument.</li><li>● Students will understand that a credible argument avoids fallacies and bias.</li><li>● Students will understand that different perspectives exist and must be explored, respected, and possibly disproven.</li><li>● Students will understand that blending narrative, expository, and argumentative elements creates stronger writing which is more likely to persuade their audience.</li></ul>	<ul style="list-style-type: none"><li>● How does drawing conclusions allow readers to interpret and analyze argumentative texts?</li><li>● How can using evidence from various texts allow readers to support and enhance their personal argument?</li><li>● How can evaluating an author’s argument, including identifying fallacies and bias, show the credibility of the argument?</li><li>● How can acknowledging the different perspectives others may have on a topic strengthen your personal argument?</li><li>● How can blending elements of narrative, expository, and argumentative writing help create a successful persuasive piece of writing?</li></ul>



### Learning Targets

- Students will proficiently read and comprehend argumentative texts, seeking to identify a claim within that argument.
- Students will identify, incorporate, and cite textual evidence to prove validity of an argument.
- Students will evaluate argumentative texts with bias and fallacies in mind.
- Students will identify counterclaims to an argument, and develop a rebuttal against those counterclaims.
- Students will follow a writing process to create an argument which successfully presents a claim, defends with data, and explains with a warrant.
- Students will effectively blend genres of writing including narrative, expository, and argumentative to successfully persuade audiences.

### Unit Duration:

**10-12 weeks**



## Assessment Evidence

Rubric/Scoring	Assessment
<p><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a></p> <p><i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4-6 wks	Narrative	Mythology, short stories (TBD)	<ul style="list-style-type: none"><li>- Students will read and comprehend a variety of narrative texts, and view various narrative media.</li><li>- Students will be able to interpret themes present in narrative texts, and be able to make real world connections to those themes.</li><li>- Students will be able to craft a piece of narrative writing which reflects elements of narrative structure, such as plot development, characterization, and imagery.</li><li>- Students will be able to utilize the writing process to publish a successful piece of narrative writing.</li></ul>	Summatives: Test over story terms Create a piece of narrative writing
10-12 wks	Fiction	To Kill A Mockingbird, Just Mercy, short stories, poetry, art (TBD)	<ul style="list-style-type: none"><li>-Students will read and comprehend a variety of fictional texts and their respective fictional counterparts in the media.</li><li>- Students will be able to interpret themes present in fictional texts, and be able to make real world connections to those themes.</li><li>- Students will be able to craft a piece of literary analysis writing which reflects</li></ul>	Summatives: Test over literary terms in TKAM Synthesis literary analysis

			<p>knowledge of thesis, organizational structure, and development.</p> <ul style="list-style-type: none"><li>- Students will be able to find and cite textual evidence from fiction to support their analysis of that piece of fiction.</li><li>- Students will be able to utilize the writing process to publish a successful literary analysis.</li></ul>	
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<b>Strand 1: Reading Informational Texts (9-10.RI.1.A)</b>			
<b>Topic: Evidence/Inference</b>			
<b>Grade: 10</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student will be able to:</b> draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<ul style="list-style-type: none"> <li>● Complete research to find credible sources</li> <li>● Create a research paper or project using MLA Cited Evidence</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student draws conclusions, infers, and cites relevant textual evidence, with help.</b>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand 1: Reading Informational Texts (9-10.RI.1.C)**

**Topic: Text Features**

**Grade: 10**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b>                      Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>		<ul style="list-style-type: none"> <li>● Annotate articles which utilize graphs and charts</li> <li>● Write summary of interpretation of visual elements of a text</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>                      Identify visual elements of a text and draw conclusions, with help.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**Strand 1: Reading Informational Texts (9-10.RI.2.D)**

**Topic: Argument/Evidence**

**Grade: 10**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b> Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<ul style="list-style-type: none"> <li>● Read an editorial and identify the argument the author presents, including looking for bias and fallacies</li> <li>● Engage in discussion or debate with whole class or small groups</li> </ul>
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Identifies an author's argument and reasons for effectiveness and relevance.</p>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

**Strand 2: Reading Literary Texts (9-10.RL.1A)**

**Topic: Evidence/Inference**

**Grade: 10**

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	4.0		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b>                      Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<ul style="list-style-type: none"> <li>● Complete research to find credible sources</li> <li>● Create a research paper or project using MLA Cited Evidence</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student</b>                      draws conclusions, infers, and cites relevant textual evidence, with help.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		



<b>Strand 2: Reading Literary Texts (9-10.RL.1D)</b>			
<b>Topic: Summarize/Theme</b>			
<b>Grade: 10</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student will be able to:</b> Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.		<ul style="list-style-type: none"> <li>● Identify a theme in a text and craft a theme statement showing the text’s message</li> <li>● Use writing to explore the connections between a text’s theme and the real world</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Determine a theme within the text and relate to human nature and the world; provide a summary of the text.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand 3: Speaking and Listening (9-10.SL.1.C)**

**Topic: Viewpoints of Others**

**Grade: 10**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p>		<ul style="list-style-type: none"> <li>● Engage in class discussion with peers who have diverse perspectives</li> <li>● Craft an argument, including identifying a counterclaim and refuting it.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  Summarize different points presented throughout, identify points of agreement and disagreement, notice contradictions when possible, and determine what information is needed</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand 4: Writing (9-10.W.2.A)			
Topic: Development			
Grade: 10			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b>            Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>		<ul style="list-style-type: none"> <li>Brainstorm, draft, peer review, revise, and complete final versions of a variety of writing assignments and prompts.</li> <li>Create a synthesis essay which blends argumentative, narrative, and/or expository writing together.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>            With help, produce a piece of writing with some coherency in regards to organization and style            With help, identify task and purpose in own piece.            Attempts to blend various types of writing: narrative, expository, and argumentative.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**Gifted English II**  
**Course Overview**

<b>Grade level(s): 10</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>This course is necessary to continue developing the areas of reading, writing, language, speaking/ listening skills, while simultaneously meeting the effective needs of the gifted student. Students will read a variety of literary and informational texts, as well as exercising writing skills, which address various audiences and purposes such as informing, persuading, and telling a story. Such skills will allow students to continue enhancing critical thinking strategies, like making connections, analyzing information, articulating guiding questions, and evaluating claims. Critical thinking is a necessary life skill that will follow students through their high school career and beyond graduation.</p>	<p>This course satisfies the graduation requirement and consists of instruction in world literature, writing, word study, research, and speaking/listening while simultaneously meeting the affective needs of the gifted student. Literature will include selections of fiction, nonfiction, poetry, drama and mythology. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical, expository, and persuasive essays and a research paper. Students will evaluate various types of media. Students will continue to strengthen their vocabulary. This course will contain formal and informal speaking and listening opportunities. Students will be required to take an “End of Course” exam provided by the State of Missouri at the completion of English 2.</p>

### Transfer Goals/Big Ideas

Students will

- Apply 21st Century Skills through reading, writing, speaking, and listening
- Read and understand any text or text format
- Think critically and select the most relevant information
- Effectively communicate ideas through speaking and writing
- Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life

### Priority Missouri Learning Standards

- 9-10.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.1.C -Text Features: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 9-10.RI.2.D - Argument/ Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.1.D Summarize/Theme: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 9-10.SL.1.C - Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. Screen reader support enabled.
- 9-10.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

### Supplemental Missouri Learning Standards

- 9-10.RL.2.B - Analyze how point of view is reflected in the characters, setting and plot.
- 9-10.RL.2.C - Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RL.2.D - Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- 9-10.RL.3.B - Explain how and why an author alludes to or transforms source material within his or her text.
- 9-10.RL.3.C - Analyze how multiple texts reflect historical and/or cultural contexts.
- 9-10.SL.2.C - Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.RI.2.B - Analyze how an author uses rhetoric to advance a point of view or purpose.
- 9-10.RI.2.C - Analyze the cumulative impact of specific word choices and syntax on meaning and tone.



## Unit #1: NARRATIVE

Standards	Transfer Goal(s) /Big Ideas	
Priority: 9-10.RL.1.D 9-10.SL.1.C 9-10.W.2.A  Supplemental: 9-10.RL.2.B 9-10.RL.2.C 9-10.RL.2.D	Students will: <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	<b>Enduring Understandings</b>	<b>Essential Questions</b>
	<ul style="list-style-type: none"> <li>● Across diverse narrative works, many themes are universal to the human experience.</li> <li>● Studying diverse narrative works help us understand viewpoints and perspectives other than our own.</li> <li>● Effective narrative texts include elements of character development, plot structure, and sensory details.</li> </ul>	<ul style="list-style-type: none"> <li>● How can a narrative text explore real world connections and life lessons?</li> <li>● How can diverse lived experiences and elements of media be represented in a narrative text?</li> <li>● What elements of the writing process must be followed to create a successful narrative text?</li> </ul>
<b>Learning Targets</b>		
<ul style="list-style-type: none"> <li>● Students will read and analyze a variety of narrative texts, and view various narrative media with a focus on diverse experiences and universal themes.</li> <li>● Students will be able to interpret themes present in narrative texts, and be able to make real world connections to those themes.</li> <li>● Students will be able to craft a piece of narrative writing which explores a universal theme and includes elements of narrative structure, such as plot development, characterization, and imagery.</li> </ul>		
<b>Unit Duration:</b>		
4-6 weeks		



## Unit # 2: FICTION

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: 9-10.RL.I.A 9-10.RL.I.D 9-10.SL.1.C 9-10.W.2.A</p> <p>Supplemental: 9-10.RL.2.D 9-10.RL.3.B 9-10.RL.3.C</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Fiction writing is primarily about transmitting ideas and emotions.</li><li>● Fiction writing can be used to express real world lessons and highlight real world problems.</li><li>● Studying diverse works of fiction help us understand viewpoints and perspectives other than our own.</li><li>● Inferential skills are essential to draw conclusions from a fictional text.</li><li>● Citing appropriate text evidence is essential to support the analysis of a fictional text.</li></ul>	<ul style="list-style-type: none"><li>● How can a fictional text explore real world connections and life lessons?</li><li>● How can diverse lived experiences and elements of media be represented in a fictional text?</li><li>● How do inference making skills allow readers to interpret and analyze fictional texts?</li><li>● How can using evidence from fictional texts allow readers to support their analysis of those texts?</li><li>● What elements of the writing process must be followed to create a successful literary analysis?</li></ul>



### Learning Targets

- Students will read and analyze a variety of fictional texts and their respective fictional counterparts in media with a focus on diverse experiences and real world problems.
- Students will be able to interpret themes present in fictional texts, and be able to make real world connections to those themes.
- Students will be able to craft a piece of literary analysis writing which reflects knowledge of thesis, organizational structure, and development.
- Students will be able to find and cite textual evidence from fiction to support their analysis of that piece of fiction.

### Unit Duration:

10-12 weeks



### Unit #3: EXPOSITORY

Standards	Transfer Goal(s) /Big Ideas	
Priority: 9-10.RI.1.A 9-10.RI.1.C 9-10.W.2.A  Supplemental: 9-10.SL.2.C	Students will: <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
Informational Project/ Short Research Essay Could be Shakespeare Could Success Project-possible future career,	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> <li>● Expository writing is primarily about transmitting information.</li> <li>● Effective expository writing involves clear and coherent communication.</li> <li>● Visual text features are valuable ways to communicate knowledge.</li> <li>● Drawing conclusions helps create interpretations of informational texts.</li> <li>● Citing appropriate text evidence is essential to support the interpretation of informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>● How is expository writing different from narrative writing and why is it important?</li> <li>● What elements of the writing process must be followed to create a successful expository piece of writing?</li> <li>● How do authors of informational texts use text features such as charts and graphs to convey information?</li> <li>● How can using evidence from informational texts allow readers to develop their understanding of the topic?</li> </ul>

### Learning Targets

- Students will read, analyze, and interpret informational texts and media.
- Students will identify and cite effective textual evidence to support their interpretation of an informational text.
- Students will interpret visual elements which communicate information in a meaningful way.
- Students will create a clear and coherent piece of expository writing.

### Unit Duration:

4-6 weeks



## Unit #4: ARGUMENTATION

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: 9-10.RI.1.A 9-10.RI.2.D 9-10.SL.1.C 9-10.W.2.A</p> <p>Supplemental: 9-10.RI.2.B 9-10.RI.2.C</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Argumentative writing is primarily about persuasion and/or defending a claim.</li><li>● A credible argument avoids fallacies and bias.</li><li>● Different perspectives exist and must be explored, respected, and possibly disproven.</li><li>● Drawing conclusions helps create interpretations of argumentative texts.</li><li>● Citing appropriate evidence is essential to supporting an argument or defending a claim.</li><li>● Types of writing do not exist in isolation. Blending writing forms can create stronger writing which is more likely to persuade an audience.</li></ul>	<ul style="list-style-type: none"><li>● What are the benefits of studying rhetoric, argumentation, and/or debate?</li><li>● How can evaluating an author’s argument, including identifying fallacies and bias, show the credibility of the argument?</li><li>● How can using evidence from various texts allow readers to support and enhance their personal argument?</li><li>● How can acknowledging the different perspectives others may have on a topic strengthen your personal argument?</li><li>● How can blending elements of narrative, expository, and argumentative writing help create a successful persuasive piece of writing?</li></ul>

### Learning Targets

- Students will proficiently read and comprehend argumentative texts, seeking to identify a claim within that argument.
- Students will identify, incorporate, and cite textual evidence to prove validity of an argument.
- Students will evaluate argumentative texts with bias and fallacies in mind.
- Students will identify counterclaims to an argument, and develop a rebuttal against those counterclaims.
- Students will follow a writing process to create an argument which successfully presents a claim, defends with data, and explains with a warrant.
- Students will effectively blend genres of writing including narrative, expository, and argumentative to successfully persuade audiences.

#### Unit Duration:

**10-12 weeks**



### *Assessment Evidence*

Rubric/Scoring	Assessment
<p><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a>  <i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"> <li>● Use summative assessments to frame meaningful performance goals.</li> <li>● Show criteria and models in advance.</li> <li>● Assess before teaching.</li> <li>● Offer appropriate choices.</li> <li>● Provide feedback early and often.</li> <li>● Encourage self-assessment and goal setting</li> <li>● Allow new evidence of achievement to replace old evidence.</li> </ul>

## Learning Plan



Week(s) )	Topic	Resources/Texts	Learning Targets	Assessment
4-6 wks	Narrative	Mythology, short stories (TBD)	<ul style="list-style-type: none"> <li>- Students will read and comprehend a variety of narrative texts, and view various narrative media.</li> <li>- Students will be able to interpret themes present in narrative texts, and be able to make real world connections to those themes.</li> <li>- Students will be able to craft a piece of narrative writing which reflects elements of narrative structure, such as plot development, characterization, and imagery.</li> <li>- Students will be able to utilize the writing process to publish a successful piece of narrative writing.</li> </ul>	Summatives: Test over story terms Create a piece of narrative writing
10-12 wks	Fiction	To Kill A Mockingbird, Just Mercy, short stories, poetry, art (TBD)	-Students will read and comprehend a variety of fictional texts and their respective fictional counterparts in the media.	Summatives: Test over literary terms in TKAM Synthesis literary analysis

4-6 wks	Expository	Julius Caesar, various articles in research	<ul style="list-style-type: none"> <li>- Students will be able to interpret themes present in fictional texts, and be able to make real world connections to those themes.</li> <li>- Students will be able to craft a piece of literary analysis writing which reflects knowledge of thesis, organizational structure, and development.</li> <li>- Students will be able to find and cite textual evidence from fiction to support their analysis of that piece of fiction.</li> <li>- Students will be able to utilize the writing process to publish a successful literary analysis.</li> </ul> <ul style="list-style-type: none"> <li>-Students will proficiently read and interpret informational texts and media.</li> <li>- Students will identify and cite effective textual evidence to support their interpretation of an informational text.</li> <li>- Students will interpret visual elements which communicate information in a meaningful way.</li> <li>- Students will create a clear and coherent piece of expository writing.</li> </ul>	<p>Summatives:  summarize/interpret article with chart/graph  Research project &amp; presentation  Quiz over drama terms and types of irony</p>
10-12 wks	Argumentation	Online databases	<ul style="list-style-type: none"> <li>- Students will proficiently read and comprehend argumentative texts, seeking to identify a claim within that argument.</li> </ul>	<p>Summatives:  Micro Argument  Rhetorical devices quiz  Argumentative research paper</p>

			<ul style="list-style-type: none"><li>- Students will identify, incorporate, and cite textual evidence to prove validity of an argument.</li><li>- Students will evaluate argumentative texts with bias and fallacies in mind.</li><li>- Students will identify counterclaims to an argument, and develop a rebuttal against those counterclaims.</li><li>- Students will follow a writing process to create an argument which successfully presents a claim, defends with data, and explains with a warrant.</li><li>- Students will effectively blend genres of writing including narrative, expository, and argumentative to successfully persuade audiences.</li></ul>	
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## English 3

### *Course Overview*

<b>Grade level(s): 11</b>	<b>Credits earned:</b> .5 per semester
<b>Course Rationale</b>	<b>Course Description</b>
English 3 satisfies the DESE requirements for graduation. During the course of this class, students will read diverse fiction and nonfiction texts and examine them through multiple lenses to develop their critical thinking. Students will enhance their writing skills through narrative and research writing, as well as personal and critical responses to literature. This class develops students as readers, writers, speakers, and listeners as they prepare for the 21st century.	This course satisfies the graduation requirement and continues to expand and reinforce the student’s skills of analysis and evaluation of literature, writing, word study, research, and speaking and listening. Through reading fiction, nonfiction, drama, and poetry, the student will examine the changing nature of the American Dream and how it pervades American literature. Key writing concepts include thorough knowledge of the writing process, organizational structure, modes of discourse, and grammatical conventions. Students will use specialized literary sources including literary criticism. Students will continue to develop oral communication skills through formal and informal presentations.
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
<b>Priority Missouri Learning Standards/National Standards</b>	
11-12 RI.1.A - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
11-12 RI.1.D - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	

11-12.RI.2.D - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

11-12.RI.3.C - Synthesize Ideas from Multiple Texts: Evaluate how an author's work reflects his or her historical/cultural perspective.

11-12.RI.3.D - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.

11-12.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

11-12.W.1.A - Research: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.3.A.a - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

11-12.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

11-12.RL.3.C - Interaction and Meaning (Analyze craft and structure): Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

11-12.RL.3.D - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.



## Unit 1: Lit Analysis

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Standards</u> 11-12.RL.1.A 11-12.RL.2.D 11-12.RL.3.C 11-12.RL.3.D 11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c</p> <p><u>Secondary Standards</u> 11- 12.RL.1.B 11- 12.RL.1.C 11- 12.RL.1.D 11- 12.RL.2.A 11- 12.RL.2.B 11- 12.RL.2.C 11- 12.RL.3.A 11- 12.RL.3.B 11- 12.SL.1.A 11- 12.SL.1.B 11- 12.SL.1.C</p>	<ol style="list-style-type: none"><li>1. Read</li><li>2. Write</li><li>3. Speak</li><li>4. Listen</li><li>5. Apply 21st Century Skills</li><li>6. Read and understand any text or text format</li><li>7. Think critically and select the most relevant information</li><li>8. Effectively communicate ideas</li><li>9. Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ol>	
	Enduring Understandings	Essential Questions
<ul style="list-style-type: none"><li>● Students will understand that fiction can be conveyed through a variety of mediums, including fiction, poetry, and drama.</li><li>● Students will understand that authors make choices in their writing to convey themes and to develop a character.</li><li>● Students will understand that authors use word choice to establish their voice and the tone and mood.</li><li>● Students will understand that a piece may generate multiple interpretations.</li><li>● Students will understand that symbols and motifs will contribute to the depth of themes.</li></ul>	<ul style="list-style-type: none"><li>● How do the choices of an author affect the themes and character development?</li><li>● How does a text reflect past and contemporary society?</li><li>● How can an author’s word choice influence the audience’s interpretation of a text?</li></ul>	

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Students will understand that characterization contributes to the depth of themes.</li><li>• Students will understand how to respond to literature through different types of writing, such as argumentative or expository.</li></ul> |  |
|--|---|--|

<b>Learning Targets</b>		
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Students will use textual evidence to support their interpretation of the literature. Students will evaluate the impact of the author's choices. Students will read and comprehend grade level texts.		
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<b>Unit Duration:</b>		
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<b>12-14 weeks</b>		
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## Unit 2: Narrative

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Standards</u> 11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c</p> <p><u>Secondary Standards</u> 11-12.W.2.A 11-12.W.3.A.a 11-12.W.3.A.d 11-12.W.3.A.e 11- 12.SL.1.A 11- 12.SL.1.B 11- 12.SL.1.C 11- 12.SL.2.A 11- 12.SL.2.B 11- 12.SL.2.C</p>	<ol style="list-style-type: none"><li>1. Write</li><li>2. Speak</li><li>3. Listen</li><li>4. Apply 21st Century Skills</li><li>5. Think critically and select the most relevant information</li><li>6. Effectively communicate ideas</li><li>7. Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ol>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"><li>● Students will understand and apply proper elements of narrative.</li><li>● Students will intentionally design and structure a narrative for a chosen audience.</li><li>● Students will revise and edit their writing to experiment with nuance and discover their writing style.</li><li>● Students will work collaboratively to edit writing.</li><li>● Students will be able to present their written work to an audience.</li></ul>	<ul style="list-style-type: none"><li>● How do I engage an audience through narrative?</li><li>● How do different approaches affect the structure and meaning of a story?</li><li>● How can I develop a setting and characters?</li><li>● How can I present my written work through a variety of outlets?</li><li>● How can I provide effective feedback to peers?</li><li>● How can good collaboration play a role in facilitating better writing?</li></ul>

**Learning Targets**

Students will revise and edit their work and the work of fellow students to improve their writing.  
Students will have a clear focus in their writing.  
Students will use appropriate conventions throughout their writing.

**Unit Duration:**

**2-4 weeks**



## Unit 3: Informational Texts Reading

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Standards</u>            11-12 RI.1.A            11-12 RI.1.D            11-12.RI.2.D            11-12 RI.3.C            11-12.RI.3.D</p> <p><u>Secondary Standards</u>            11-12 RI.1.B            11-12 RI.1.C            11-12 RI.2.A            11-12 RI.2.B            11-12 RI.2.C            11-12 RI.3.A            11-12 RI.3.B            11- 12.SL.1.A            11- 12.SL.1.B            11- 12.SL.1.C</p> <p><a href="#">Missouri Learning Standards</a></p>	<ol style="list-style-type: none"> <li>1. Read</li> <li>2. Apply 21st Century Skills</li> <li>3. Read and understand any text or text format</li> <li>4. Think critically and select the most relevant information</li> <li>5. Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ol>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> <li>● Students will understand the role the nonfiction text plays in the world around us.</li> <li>● Students will understand the elements and effects of author bias and intent.</li> <li>● Students will understand that they need to understand their role as a reader in interpreting the author’s meaning.</li> <li>● Use context clues to determine the meaning of unknown words and concepts</li> </ul>	<ul style="list-style-type: none"> <li>● How does an author try to influence their audience?</li> <li>● How can we determine the purpose of a text?</li> <li>● How can I determine the author’s main claim?</li> <li>● How can I synthesize ideas and draw my own conclusions from this text?</li> </ul>
Learning Targets		
<p>Students will draw conclusions using inference and analysis and text evidence.</p> <p>Students will comprehend texts with two more main ideas.</p> <p>Students will relate the central ideas of a text to human nature.</p> <p>Students will summarize a text.</p> <p>Students will evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</p> <p>Students will evaluate how an author's work reflects his or her historical/cultural perspective.</p>		
Unit Duration:		
7-9 weeks		



## Unit [4]: [Informational Text Writing]

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Standards</u>            11-12.W.1.A            11-12.W.3.A.a            11-12.W.3.A.b            11-12.W.3.A.c</p> <p><u>Secondary Standards</u>            11-12.W.2.A            11-12.W.3.A            11-12.W.3.A.d            11-12.W.3.A.e            11- 12.SL.1.A            11- 12.SL.1.B            11- 12.SL.1.C</p>	<ol style="list-style-type: none"> <li>1. Write</li> <li>2. Apply 21st Century Skills</li> <li>3. Read and understand any text or text format</li> <li>4. Think critically and select the most relevant information</li> <li>5. Effectively communicate ideas</li> <li>6. Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ol>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> <li>● Students will learn how to anticipate audience reaction, and how to control their writing to do so.</li> <li>● Students will be able to properly cite in MLA format to avoid plagiarism.</li> <li>● Students will understand how to find quality supporting evidence.</li> <li>● Students will understand how to use evidence that supports their main claim or supporting claims.</li> <li>● Students will understand how to establish and find evidence for a claim.</li> <li>● Students will understand styles of informational writing, such as argumentative or expository and how to use them for their purpose and intent.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I properly document my sources?</li> <li>● How can I evaluate sources for quality?</li> <li>● How can I use my writing to provide my ideas?</li> <li>● How can I use sources to support my claim?</li> <li>● How can I anticipate audience opposition?</li> </ul>



### Learning Targets

Students will conduct research to form a thesis.  
Students will gather credible information from multiple sources.  
Students will use revision techniques to create quality pieces of writing that fits the task.  
Students will have a format and structure which guides their writing.  
Students will use conventions of English.

### Unit Duration:

10-12 weeks



### Assessment Evidence

#### Rubric/Scoring

[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]

[Performance Task Review Criteria](#)

#### Assessment

[What is assessment?](#)

[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]

(Pre-assessment can double as the post-assessment)

- Use summative assessments to frame meaningful performance goals.
- Show criteria and models in advance.
- Assess before teaching.
- Offer appropriate choices.
- Provide feedback early and often.
- Encourage self-assessment and goal setting
- Allow new evidence of achievement to replace old evidence.
- [Sample assessments](#)



## *Learning Plan*

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment

Strand 1: RL			
Topic: 1a			
Grade: English 3			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions, infer, and analyze</li> <li>• Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Can draw conclusions, infer, and analyze with assistance</li> <li>• Can attempt to cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand 1: RL			
Topic: 2d			
Grade: English 3			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Essay</li> <li>Discussion</li> <li>Blog</li> <li>Project</li> <li>Speech</li> <li>Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can identify the impact of the author’s choices regarding how to develop and relate elements of a text and evaluate those choices with assistance.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: RL		
Topic: 3c		
Grade: English 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Essay</li> <li>Discussion</li> <li>Blog</li> <li>Project</li> <li>Speech</li> <li>Paragraph writing</li> </ul>
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can identify the author's historical/ cultural perspective in their work.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand 1: RL		
Topic: 3d		
Grade: English 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Can read and comprehend literature, including stories, dramas, and poems, with assistance.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand 1: RI		
Topic: 1a		
Grade: English 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions, infer, and analyze</li> <li>• Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Can draw conclusions, infer, and analyze with assistance.</li> <li>• Can attempt to cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand 1: RI		
Topic: 1d		
Grade: English 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain two or more central/main ideas in a text</li> <li>● Analyze their development throughout the text</li> <li>● Relate the central ideas to human nature and the world</li> <li>● Provide an objective and concise summary of the text</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Discussion</li> <li>● Blog</li> <li>● Project</li> <li>● Speech</li> <li>● Paragraph writing</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Identify two or more central/main ideas in a text</li> <li>● Identify their development throughout the text</li> <li>● Relate the central ideas to human nature and the world with assistance</li> <li>● Provide an objective and concise summary of the text with assistance</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Strand 1: RI		
Topic: 2d		
Grade: English 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Essay</li> <li>Discussion</li> <li>Blog</li> <li>Project</li> <li>Speech</li> <li>Paragraph writing</li> </ul>
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can identify the elements of an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand 1: RI			
Topic: 3c			
Grade: English 3			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Essay</li> <li>Discussion</li> <li>Blog</li> <li>Project</li> <li>Speech</li> <li>Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can identify the author's historical/ cultural perspective in their work.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: RI			
Topic: 3d			
Grade: English 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend informational text independently and proficiently</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Can read and comprehend informational text with assistance</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: W			
Topic: 1a			
Grade: English 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• conduct research to answer a question (including a self-generated question) or solve a problem</li> <li>• narrow or broaden the inquiry when appropriate</li> <li>• gather multiple relevant, credible sources, print and digital</li> <li>• integrate information using a standard citation system</li> <li>• gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively</li> <li>• assess the strengths and limitations of each source in terms of the task, purpose, and audience</li> <li>• integrate information into the text selectively to maintain the flow of ideas</li> <li>• avoid plagiarism and overreliance on any one source</li> <li>• follow a standard format for citation</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can conduct research to answer a question (including a self-generated question) or solve a problem with assistance</li> <li>• narrows or broadens the inquiry when appropriate with assistance</li> <li>• gathers multiple relevant and credible sources with assistance</li> <li>• integrates information using a standard citation system with assistance</li> <li>• gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively with assistance</li> <li>• assesses the strengths and limitations of each source in terms of the task, purpose, and audience with assistance</li> <li>• integrates information into the text selectively to maintain the flow of ideas</li> <li>• avoid plagiarism and overreliance on any one source with assistance</li> <li>• follows a standard format for citation with assistance</li> </ul>		

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 1: W</b>		
<b>Topic: 3Aa</b>		
<b>Grade: English 3</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</li> <li>• Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• with assistance, can introduce the topic, maintain a focus throughout the text, and provide a conclusion that follows from the text with assistance</li> <li>• with assistance, can achieve the writer's purpose and partially engage the reader's understanding of and experience with the text by making choices regarding organization and content.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 1: W</b>			
<b>Topic: 3Ab</b>			
<b>Grade: English 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate language and attempt to make syntactical choices to reflect an understanding of how language functions in different contexts and engage the reader's understanding of the text.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand 1: W			
Topic: 3Ac			
Grade: English 3			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Essay</li> <li>• Discussion</li> <li>• Blog</li> <li>• Project</li> <li>• Speech</li> <li>• Paragraph writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a partial command of the conventions of standard English grammar and usage, including spelling and punctuation.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

## English 4 Course Overview

<b>Grade level(s):12th</b>	<b>Credits earned:</b> Communication Arts 1 Unit
<b>Course Rationale</b>	<b>Course Description</b>
<i>English four is necessary to build upon students' previous knowledge in the areas of reading literature and informational text, writing, language, and speaking and listening. Students will be able to participate in civil discourses with people of differing ideas to help them prepare for post-secondary life. Students will learn multiple different types of writing, focusing on tone and audience, to prepare them for post-secondary life.</i>	<i>English 4 focuses on senior level writing and reading skills in preparation for a post-secondary setting. Writing skills will include research, argumentation, coherent text development, audience, and purpose. Students will apply formal or informal tone as appropriate for audience, task and purpose through various writing and speaking activities. Reading skills will include comprehension, textual evidence, themes, key ideas and details, as well as multiple interpretations of various works.</i>
<b>Transfer Goals/Big Ideas</b>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
<b>Priority Missouri Learning Standards/National Standards</b>	
<p><i>[5-10 skills that every student must master]</i></p> <p><b>11-12 RI.1.A</b> - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p>	



**11-12.RI.1.D** - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**11-12.RI.2.D** - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

**11-12.RI.3.D** - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.

**11-12.W.1.A** - Research: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**11-12.W.3.A.b** - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

**11-12.W.3.A.c** - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

**11-12.RL.1.A** - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**11-12.RL.2.D** - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

**11-12.RL.3.D** - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

[Missouri Learning Standards](#)



## Unit 1: [Narrative Writing]

### *How do I effectively communicate ideas?*

Standards	Transfer Goal(s) /Big Ideas	
11-12 W.3. A.b 11-12 W.3.A.c 11-12.RL.2.D	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● <i>importance of syntactic language (W.3.A.b)</i></li> <li>● <i>importance of using correct grammar to adequately convey ideas (W.3. A.c)</i></li> <li>● <i>aspects of literature work together to create a whole. (RL.2.D)</i></li> </ul>	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> <li>● <i>How can I use language in different situations to impact my audience?</i></li> <li>● <i>How does the use of proper conventions change the understanding of written language?</i></li> <li>● <i>How do I critically evaluate the techniques used by authors?</i></li> </ul>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Review, revise, and edit writing with consideration for the task, purpose, and audience</li> <li>● Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation</li> <li>● Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.</li> </ul>		
Unit Duration:		
4-6 Weeks		



## Unit 2: Literary Analysis

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.A 11-12.RL.2.D 11-12.RL.3.D 11-12 W.3. A.b	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> <ul style="list-style-type: none"> <li>● <i>Interpret a text to understand its meaning (11-12.RL.1.A).</i></li> <li>● <i>Author’s choices work together to create a whole (RL.2.D).</i></li> <li>● <i>The need to use multiple reading strategies to understand a text (11-12.RL.3.D).</i></li> <li>● <i>Importance of syntactic language (W.3.A.b).</i></li> </ul>	<i>Students will consider...</i> <ul style="list-style-type: none"> <li>● How do I critically analyze a text to understand its meaning?</li> <li>● How do I critically evaluate the techniques used by authors?</li> <li>● How can I incorporate multiple reading techniques to better understand a text?</li> <li>● <i>How can I use language in different situations to impact my audience?</i></li> </ul>
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> <li>● Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain</li> <li>● Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.</li> <li>● Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</li> <li>● Review, revise, and edit writing with consideration for the task, purpose, and audience</li> </ul>		
Unit Duration:		
8-10 Weeks		



## Unit 3: Argumentative

Standards	Transfer Goal(s) /Big Ideas	
11-12.RI.2.D 11-12.RI.3.D 11-12.W.1.A 11-12.W.3.A.b 11-12.W.3.A.c	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	<b>Enduring Understandings</b>	<b>Essential Questions</b>
	<i>Students will understand...</i> <ul style="list-style-type: none"> <li>● <i>Importance of critically evaluating the validity of a text. (RI.2.D)</i></li> <li>● <i>Importance of comprehending nonfiction text. (RI.3.D)</i></li> <li>● <i>How to integrate relevant sources appropriately (W.1.A).</i></li> <li>● <i>Importance of syntactic language (W.3.A.b)</i></li> <li>● <i>Importance of using correct grammar to adequately convey ideas (W.3. A.c)</i></li> </ul>	<i>Students will consider...</i> <ul style="list-style-type: none"> <li>● <b>How do I critically evaluate the persuasive techniques used by authors?</b></li> <li>● <b>How can I incorporate multiple reading techniques to better understand a text?</b></li> <li>● <b>How do I correctly incorporate meaningful sources in my writing?</b></li> <li>● <b>How can I use language in different situations to impact my audience?</b></li> <li>● <b>How does the use of proper conventions change the understanding of written language?</b></li> </ul>
<b>Learning Targets</b>		
<i>Students will...</i> <ul style="list-style-type: none"> <li>● Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li> <li>● Read and comprehend informational text independently and proficiently.</li> <li>● Review, revise, and edit writing with consideration for the task, purpose, and audience</li> <li>● Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation</li> <li>● Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li> </ul>		
<b>Unit Duration:</b>		
<b>8-10 Weeks</b>		



## Unit 4: Informational Texts

Standards	Transfer Goal(s) /Big Ideas	
11-12.RI.1.A 11-12.RI.1.D 11-12.RI.3.D 11-12.W.3.A.c	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand . . .</i></p> <ul style="list-style-type: none"> <li>● <b><i>How to interpret a text to understand its meaning (11-12.RI.1.A)</i></b></li> <li>● <b><i>That a text can have multiple central ideas and how each theme relates to real life (RI.1.D).</i></b></li> <li>● <b><i>Importance of comprehending nonfiction text. (RI.3.D)</i></b></li> <li>● <b><i>Importance of using correct grammar to adequately convey ideas (W.3. A.c)</i></b></li> </ul>	<p><i>Students will consider..</i></p> <ul style="list-style-type: none"> <li>● <b>How do I critically analyze a text to understand its meaning?</b></li> <li>● <b>What are multiple themes in a text and how do I relate them to real life?</b></li> <li>● <b>How can I incorporate multiple reading techniques to better understand a text?</b></li> <li>● <b>How does the use of proper conventions change the understanding of written language?</b></li> </ul>
Learning Targets		
<p><i>Students will . . .</i></p> <ul style="list-style-type: none"> <li>● Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</li> <li>● Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.</li> <li>● Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li> <li>● Read and comprehend informational text independently and proficiently.</li> <li>● Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation</li> </ul>		
Unit Duration:		
4-6 weeks		



## Assessment Evidence

Rubric/Scoring	Assessment
<p><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a> <i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
	Narrative Writing	Common App <a href="https://apply.commonapp.org/common/6/33">https://apply.commonapp.org/common/6/33</a>  Student Examples to show effective vs. ineffective essays.	<i>Students will...</i> <ul style="list-style-type: none"><li>● Review, revise, and edit writing with consideration for the task, purpose, and audience</li><li>● Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation</li><li>● Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li><li>● Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.</li></ul>	College Essay Brainstorming
	Literary Analysis			Persuasive essay Comprehension questions Socratic Seminar

## College and Career Readiness Grade 9/10 Course Overview

<b>Grade level(s): 9th and 10th</b>	<b>Credits earned:</b> 1 elective credit
<b>Course Rationale</b>	<b>Course Description</b>
<i>College and Career readiness necessary to develop students' knowledge in the areas of reading literature and informational text, writing, and establishing life and study skills. Students will learn multiple different types of writing, focusing on tone and audience, to prepare them for post-secondary life.</i>	<i>This course is designed for students who are currently enrolled in English 1 and/or English 2 who may need individualized support and instruction. English: College/Career Readiness is an opportunity to improve the reading, writing and language skills necessary to prepare for future course work in English and success in a post-secondary setting.</i>
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
<b>Priority Missouri Learning Standards/National Standards</b>	
<p><i>[5-10 skills that every student must master]</i></p> <p><b>Here, please write out the priority standards as they appear, verbatim, in the MODESE standards document.</b></p> <p><b>RL.2D</b> Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</p> <p><b>RL.2C</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <p><b>RL.1D</b> Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</p> <p><b>W.1A</b> Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p>	



**RI.2C** Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

[Missouri Learning Standards](#)

[Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12](#)

**\*AIMS Program will also be incorporated into this course**



## Unit 1: Goal Setting

Standards	Transfer Goal(s) /Big Ideas	
<p><a href="#">Missouri Learning Standards</a>  <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a>            *AIMS Program will also be incorporated into this course</p>	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Students will understand.....</p> <ul style="list-style-type: none"> <li>● The importance of setting specific, achievable goals.</li> <li>● Multiple different organizational strategies are important to succeeding in academic life.</li> </ul>	<p>How can I build upon educational skills necessary to progress toward life-long learning goals?</p> <p>How can I build upon a self-management system and adjust to increased academic demands?</p> <p>How can I apply information and skills necessary to transition into high school?</p> <p>Why should I monitor and revise a Personal Plan of Study?</p>
Learning Targets		
<p><i>Students will...</i>  <i>Develop and monitor a Personal Plan of Study.</i>  <i>Set attainable short-term and long-term goals.</i></p>		
Unit Duration: 2 weeks (5 class periods)		



## Unit 2: Storytelling Mindfulness

Standards	Transfer Goal(s) /Big Ideas	
RL.2D RL.2C RL.1D  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	Students will understand.... <ul style="list-style-type: none"> <li>● How to develop a character to develop a theme.</li> <li>● The impact word choice has on meaning.</li> </ul>	How can I narrate my personal experience in school and society?  How can I reflect upon my personal experience in school and society?
Learning Targets		
<i>Students will...</i> Develop a narrative writing that reflects on a personal experience.		
Unit Duration: 5-6 weeks		



### Unit 3: Mindfulness Representation in Literature

Standards	Transfer Goal(s) /Big Ideas	
RL.2D RL.2C RL.1D  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	Students will understand... <ul style="list-style-type: none"> <li>● How purpose is presented by an author</li> <li>● How the theme is developed in writing.</li> <li>● Literature is connected to real life experiences.</li> </ul>	What is the author’s purpose?  What techniques does the author use to support the purpose?  How does the author develop theme and character?  How are life experiences reflected in literature?
Learning Targets		
<i>Students will...</i> Analyze the author's purpose in writing. Infer themes that are developed in writing.		
Unit Duration: 10-11 weeks		



## Unit 4: Refocus with Poetry

Standards	Transfer Goal(s) /Big Ideas	
RL.2D RL.2C RL.1D  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> *AIMS Program will also be incorporated into this course	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p><u>What are enduring understandings?</u>  <b>Students will understand...</b></p> <ul style="list-style-type: none"> <li>● How to develop a character to develop a theme.</li> <li>● The impact word choice has on meaning</li> </ul>	<p><u>What are essential Questions?</u>            What is the purpose of poetry?</p> <p>How do I use word choice to evoke powerful emotions?</p> <p>How does the structure of a poem impact word choice?</p> <p>How does poetry contribute to our understanding of self, others, and the world?</p> <p>How does the use of voice empower an individual?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</li> <li>● Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</li> <li>● Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</li> </ul>		
Unit Duration: 3-4 weeks		



## Unit #5: Reflective Research

Standards	Transfer Goal(s) /Big Ideas	
W.1A RI.2C  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	Students will understand <ul style="list-style-type: none"> <li>● the value of using research to support their use of shared information</li> <li>● The impact word choice has on meaning.</li> </ul>	What are effective ways for people to share information?  How do I find and analyze accurate sources of information?  How can I ethically incorporate others' ideas into my writing?  How can conducting research help me better my understanding of myself?
Learning Targets		
<i>Students will...</i> <b>(These are the nouns in your standards. What will your students have to learn using this standard?)</b> Develop a well research MLA formatted research essay		
Unit Duration: 8 weeks		



## Unit 6: Problem Based Learning

Standards	Transfer Goal(s) /Big Ideas	
W.1A RI.2C  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> *AIMS Program will also be incorporated into this course	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	<b><i>Students will understand...</i></b> <ul style="list-style-type: none"> <li>● The impact word choice has on meaning.</li> <li>● The importance of asking questions and determining an answer.</li> </ul>	How can researching a problem help me better understand the validity of different solutions?  How can researching a problem help me better establish opinions about solutions?
Learning Targets		
<i>Students will...</i> Identify a real world problem and establish realistic solutions through research		
Unit Duration: 6-7 weeks		



## Unit 7: Goal Reflection

Standards	Transfer Goal(s) /Big Ideas	
<p><a href="#">Missouri Learning Standards</a>  <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a>            *AIMS Program will also be incorporated into this course</p>	<ul style="list-style-type: none"> <li>• <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>• <i>Read and understand any text or text format</i></li> <li>• <i>Think critically and select the most relevant information</i></li> <li>• <i>Effectively communicate ideas through speaking and writing</i></li> <li>• <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	<p><a href="#">What are enduring understandings?</a></p>	<p><a href="#">What are essential Questions?</a></p> <p>How did I build upon educational skills necessary to progress toward life-long learning goals?</p> <p>How did I build upon a self-management system and adjust to increased academic demands?</p> <p>How did I apply information and skills necessary to transition into high school?</p> <p>Why should I continue to monitor and revise a Personal Plan of Study?</p>
Learning Targets		
<p><i>Students will...</i>            Review and revise my Personal Plan of Study.</p>		
Unit Duration: 1 week		





## Assessment Evidence

Rubric/Scoring	Assessment
<p data-bbox="86 334 527 440"><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p data-bbox="86 493 485 521"><a href="#">Performance Task Review Criteria</a></p>	<p data-bbox="596 334 848 362"><a href="#">What is assessment?</a></p> <p data-bbox="596 375 1457 402"><i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p data-bbox="596 453 1220 480">(Pre-assessment can double as the post-assessment)</p> <ul data-bbox="646 532 1514 797" style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## *Learning Plan*

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment

## College and Career Readiness Grade 11/12

### Course Overview

<b>Grade level(s): 11th and 12th</b>	<b>Credits earned:</b> 1 elective credit
<b>Course Rationale</b>	<b>Course Description</b>
<i>College and Career readiness necessary to develop students' knowledge in the areas of reading literature and informational text, writing, and establishing life and study skills. Students will learn multiple different types of writing, focusing on tone and audience, to prepare them for post-secondary life.</i>	<i>This course is designed for students who are currently enrolled in English 3 and/or English 4 who may need individualized support and instruction. English: College/Career Readiness is an opportunity to improve the reading, writing and language skills necessary to prepare for future course work in English and success in a post-secondary setting.</i>
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
<b>Priority Missouri Learning Standards/National Standards</b>	
<p><i>[5-10 skills that every student must master]</i></p> <p><b>Here, please write out the priority standards as they appear, verbatim, in the MODESE standards document.</b></p> <p><b>RL.2D</b> Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</p> <p><b>RL.2C</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <p><b>RL.1D</b> Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</p> <p><b>W.1A</b> Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p><b>RI.2C</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p>	

[Missouri Learning Standards](#)

[Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12](#)

\*AIMS Program will also be incorporated into this course



## Unit 1: Goal Setting

Standards	Transfer Goal(s) /Big Ideas	
<p><a href="#">Missouri Learning Standards</a>  <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a>            *AIMS Program will also be incorporated into this course</p>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Students will understand.....</p> <ul style="list-style-type: none"> <li>● The importance of setting specific, achievable goals.</li> <li>● Multiple different organizational strategies are important to succeeding in academic life.</li> </ul>	<p>How can I build upon educational skills necessary to progress toward life-long learning goals?</p> <p>How can I build upon a self-management system and adjust to increased academic demands?</p> <p>How can I apply information and skills necessary to transition into high school?</p> <p>Why should I monitor and revise a Personal Plan of Study?</p>
Learning Targets		
<p><i>Students will...</i>  <i>Develop and monitor a Personal Plan of Study.</i>  <i>Set attainable short-term and long-term goals.</i></p>		
Unit Duration: 2 weeks (5 class periods)		



## Unit 2: Storytelling Mindfulness

Standards	Transfer Goal(s) /Big Ideas	
RL.2D RL.2C RL.1D  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	Students will understand.... <ul style="list-style-type: none"> <li>● How to develop a character to develop a theme.</li> <li>● The impact word choice has on meaning.</li> </ul>	How can I narrate my personal experience in school and society?  How can I reflect upon my personal experience in school and society?
Learning Targets		
<i>Students will...</i> Develop a narrative writing that reflects on a personal experience.		
Unit Duration: 5-6 weeks		



### Unit 3: Mindfulness Representation in Literature

Standards	Transfer Goal(s) /Big Ideas	
RL.2D RL.2C RL.1D  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	Students will understand... <ul style="list-style-type: none"> <li>● How purpose is presented by an author</li> <li>● How the theme is developed in writing.</li> <li>● Literature is connected to real life experiences.</li> </ul>	What is the author’s purpose?  What techniques does the author use to support the purpose?  How does the author develop theme and character?  How are life experiences reflected in literature?
Learning Targets		
<i>Students will...</i> Analyze the author's purpose in writing. Infer themes that are developed in writing.		
Unit Duration: 10-11 weeks		



## Unit 4: Refocus with Poetry

Standards	Transfer Goal(s) /Big Ideas	
RL.2D RL.2C RL.1D  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a> <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> <ul style="list-style-type: none"> <li>● How to develop a character to develop a theme.</li> <li>● The impact word choice has on meaning</li> </ul>	What is the purpose of poetry?  How do I use word choice to evoke powerful emotions?  How does the structure of a poem impact word choice?  How does poetry contribute to our understanding of self, others, and the world?  How does the use of voice empower an individual?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> <li>● Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</li> <li>● Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</li> <li>● Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</li> </ul>		
Unit Duration: 3-4 weeks		





## Unit #5: Reflective Research

Standards	Transfer Goal(s) /Big Ideas	
W.1A RI.2C  Missouri Learning Standards Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12 *AIMS Program will also be incorporated into this course	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	Students will understand <ul style="list-style-type: none"> <li>● the value of using research to support their use of shared information</li> <li>● The impact word choice has on meaning.</li> </ul>	What are effective ways for people to share information?  How do I find and analyze accurate sources of information?  How can I ethically incorporate others' ideas into my writing?  How can conducting research help me better my understanding of myself?
Learning Targets		
<i>Students will...</i> Develop a well research MLA formatted research essay		
Unit Duration: 8 weeks		



## Unit 6: Problem Based Learning

Standards	Transfer Goal(s) /Big Ideas	
W.1A RI.2C  <a href="#">Missouri Learning Standards</a> <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a>  <b>*AIMS Program will also be incorporated into this course</b>	<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	<b><i>Students will understand...</i></b> <ul style="list-style-type: none"> <li>● The impact word choice has on meaning.</li> <li>● The importance of asking questions and determining an answer.</li> </ul>	How can researching a problem help me better understand the validity of different solutions?  How can researching a problem help me better establish opinions about solutions?
Learning Targets		
<i>Students will...</i> Identify a real world problem and establish realistic solutions through research		
Unit Duration: 6-7 weeks		



## Unit 7: Goal Reflection

Standards	Transfer Goal(s) /Big Ideas	
<p><a href="#">Missouri Learning Standards</a>  <a href="#">Missouri Comprehensive Guidance and Counseling Program: Grade Level Expectations, Grades 9-12</a>            *AIMS Program will also be incorporated into this course</p>	<ul style="list-style-type: none"> <li>• <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>• <i>Read and understand any text or text format</i></li> <li>• <i>Think critically and select the most relevant information</i></li> <li>• <i>Effectively communicate ideas through speaking and writing</i></li> <li>• <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Creating my own goals and a plan to reach them gives me ownership of my education and my life.</p>	<p>How did I build upon educational skills necessary to progress toward life-long learning goals?</p> <p>How did I build upon a self-management system and adjust to increased academic demands?</p> <p>How did I apply information and skills necessary to transition into high school?</p> <p>Why should I continue to monitor and revise a Personal Plan of Study?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Review and revise my Personal Plan of Study.</p>		
Unit Duration: 1 week		



## Assessment Evidence

Rubric/Scoring	Assessment
<p data-bbox="109 332 548 440"><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p data-bbox="109 492 506 521"><a href="#">Performance Task Review Criteria</a></p>	<p data-bbox="665 332 919 362"><a href="#">What is assessment?</a></p> <p data-bbox="665 370 1530 399"><i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p data-bbox="665 451 1293 480">(Pre-assessment can double as the post-assessment)</p> <ul data-bbox="720 532 1587 797" style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## *Learning Plan*

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment

Strand 1: Reading Literature RL.2D		
Topic: Interaction and Meaning		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Identify, with help, how complex characters develop over the course of a text to advance the plot and develop the theme. <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 1: Reading Literature (RL.2C)</b>		
<b>Topic: Craft and Meaning</b>		
<b>Grade: 9-12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Identify, with help, the impact of specific word choices and syntax on meaning and tone.	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 2: Reading Literary Texts (9-10.RL.1D)</b>		
<b>Topic: Summarize/Theme</b>		
<b>Grade: 9/10</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<b><u>Sample Activities</u></b>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student will be able to:</b> Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Determine a theme within the text and relate to human nature and the world; provide summary of the text.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.



<b>Strand 2: Writing (W.1A)</b>		
<b>Topic: Research</b>		
<b>Grade:</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Conduct research to answer a question; narrow or broaden the inquiry when appropriate; gather relevant, credible sources, print and digital; attempted to integrate information using a standard citation system.	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 3: RI.2C</b>		
<b>Topic: Craft and Meaning</b>		
<b>Grade: 9/10</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will independently analyze the cumulative impact of specific word choices and syntax on meaning and tone.  <b>The student exhibits no major errors or omissions.</b>	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> analyzes the cumulative impact of specific word choices and syntax on meaning and tone with assistance. <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

## Creative Writing 1

### *Course Overview*

<b>Grade level(s): 10-12</b>	<b>Credits earned:</b> 1 Semester credit
<b>Course Rationale</b>	<b>Course Description</b>
<p>Creative Writing 1 is necessary to provide a solid foundation for all students in the areas of reading literature, writing original pieces, and speaking and listening. Through the creation of written work, students will develop their individual choices as an author and use their critical and creative thinking skills. Critical thinking and writing fluency are necessary life skills that students will utilize through their high school career and beyond graduation.</p>	<p>Students will use original ideas and individuality to increase fluency and to develop as writers. Students will experiment with prose and poetry formats to produce a significant body of writing including background research. Students will maintain and update a writer’s portfolio; and brainstorm, edit, critique, and conference with teacher and peers. Students will read examples by professional writers and expand their writing abilities with a variety of genres. Since this course requires several major writings, students should have a strong desire to express themselves through the written word.</p>
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	

**Priority Missouri Learning Standards/National Standards**

11-12.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

11-12.W.3.A - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.

11-12.RI.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11-12.RL.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

11-12.RL.2.A - Structure: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

11-12.RL.2.C - Craft and Meaning: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.

11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

11-12.SL.2.A - Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.



## Unit 1: Narrative

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.2.A 11-12.RL.2.D  11-12.W.2.A 11-12.W.3.A  11-12.SL.2.A	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Narratives are an effective means of sharing universal experiences.</p> <p>Effective stories utilize appropriate word choice, characterization, tone, dialogue, and descriptive language.</p> <p>Effective storytelling uses appropriate conventions to not distract the reader from the intended meaning.</p>	<p>Why do people tell stories?</p> <p>What are the components of an engaging story?</p> <p>How do I use writing conventions to tell an effective story?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Produce a clear and coherent narrative story with appropriate development, organization, style, voice, and theme.</p> <p>Use accurate writing conventions.</p>		
Unit Duration:		
<p><b>4-6 weeks</b></p>		



## Unit 2: Poetry

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.B 11-12.RL.2.C  11-12.W.2.A 11-12.W.3.A  11-12.SL.2.A	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Poetry uses powerful and descriptive language to evoke emotion.</p> <p>The structure of a poem can compel thoughtful word choice and create a meaningful theme.</p>	<p>What is the purpose of poetry?</p> <p>How do I use word choice to evoke powerful emotions?</p> <p>How does the structure of a poem impact word choice and develop themes?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Analyze and draw inferences about poetry with attention to word choice.</p> <p>Write their own poetry using structure, style, voice, and editing appropriate to the task.</p>		
Unit Duration:		
<b>3-4 weeks</b>		



### Unit 3: Historical Fiction

Standards	Transfer Goal(s) /Big Ideas	
11-12.RI.1.A 11-12.RL.2.A 11-12.W.2.A 11-12.W.3.A 11-12.SL.2.A	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Reading, writing and researching about past events gives us context for events in the present.</p> <p>Research is required to accurately portray the technological limitations and cultural realities of past settings.</p>	<p>Why do we study the past?</p> <p>How do I tell a realistic story set in the past?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Research a specific time period for relevant details to add to a story</p> <p>Write an original story set in that time period and cite (using MLA) paraphrased details</p>		
Unit Duration:		
4-5 weeks		



## Unit 4: Descriptive Writing

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.B 11-12.RL.2.A  11-12.W.2.A 11-12.W.3.A  11-12.SL.2.A	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	Fundamentally, writing is transferring the “pictures” in the author’s mind to the reader.  Descriptive language is essential to accurately convey meaning, or “paint the picture.”	How is writing turned into meaning for the reader?  How is descriptive writing and word choice important to convey meaning?
Learning Targets		
<i>Students will...</i> Write original stories that incorporate descriptive techniques to help create an image for the reader. Evaluate their word choice and self edit to pick the most effective choice.		
Unit Duration: 4-6 weeks		





## Assessment Evidence

Rubric/Scoring	Assessment
<p data-bbox="102 267 546 375"><i>[I.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p data-bbox="102 427 504 456"><a href="#">Performance Task Review Criteria</a></p>	<p data-bbox="665 267 919 297"><a href="#">What is assessment?</a></p> <p data-bbox="665 306 1530 336"><i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p data-bbox="665 388 1293 417">(Pre-assessment can double as the post-assessment)</p> <ul data-bbox="716 469 1587 735" style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## *Learning Plan*

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment

Strand 1: 11-12.W.2.A		
Topic: Development		
Grade: 9-12		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0		
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	<ul style="list-style-type: none"> <li>- all writing assignments</li> <li>- historical fiction story</li> <li>- poetry</li> <li>- descriptive writing story</li> <li>- mystery</li> <li>- story</li> </ul>
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will produce clear and coherent writing with support; some errors in organization, style and voice. Produce blended writing with significant scaffolding.	
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 1: 11-12.W.3.A**

**Topic: Revise and Edit**

**Grade: 9-12**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will review, revise, and edit writing with consideration for the task, purpose, and audience.		<ul style="list-style-type: none"> <li>- all writing pieces</li> <li>- teacher conference over writing</li> <li>- peer edit assignments</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will require support to review, revise, and edit writing. Some consideration for task, purpose, and audience.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 1: 11-12.RI.1.A</b>		
<b>Topic: Evidence/Inference</b>		
<b>Grade: 9-12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 activities <ul style="list-style-type: none"> <li>- creating original stories</li> <li>- historical fiction - including details to showcase the time period</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> students will draw conclusions by citing evidence to support analysis of what the text says explicitly.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 3: Reading and Literature**

**Topic: Word Meanings**

**Grade: 9 - 12**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	3.0 Sample activities: <ul style="list-style-type: none"> <li>- using sensory language within stories</li> <li>- sensory writing - creating visual representation for audience</li> <li>- poetry</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials with support.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 3: Reading and Literature</b>		
<b>Topic: Structure</b>		
<b>Grade: 9 - 12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 sample activities <ul style="list-style-type: none"> <li>- historical fiction</li> <li>- poetry</li> <li>- short stories</li> <li>- narrative writing stories</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will identify how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 3: Reading and Literature**

**Topic: Craft and Meaning**

**Grade: 9 - 12**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		3.0 activities - poetry - historical fiction - short stories
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.		
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact when given specific example texts.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>Strand 3: Reading and Literature</b>		
<b>Topic: Interaction and Meaning</b>		
<b>Grade: 9 - 12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 Activities - historical fiction - short stories - poetry
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will evaluate the impact of the author's choices regarding how to develop and relate elements of a text.  <b>The student exhibits no major errors or omissions.</b>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> can identify specific instances where the author's choices relate to elements of a text.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 4 : Speaking and Listening**

**Topic: Viewpoints of Others**

**Grade: 9 - 12**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		3.0 Activities - collaborative discussion - share out pieces
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.		
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will speak audibly and to the point. Requires support on the appropriate use of conventions, task, purpose, and audience when presenting. Some errors with volume, articulation, and pronunciation.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

## Creative Writing 2

### Course Overview

<b>Grade level(s): 10-12</b>	<b>Credits earned:</b> 1 Semester credit
<b>Course Rationale</b>	<b>Course Description</b>
Creative Writing 2 is necessary to continue the development of the writing techniques for all students in the areas of writing original pieces and speaking and listening. Through the creation of written work, students will hone their individual choices as an author while building their own voice and analyzing their own work and the work of others. Critical thinking and writing fluency are necessary life skills that students will utilize through their high school career and beyond graduation.	Students will continue to develop original ideas and individuality to advance as writers. Students will enhance their prose and poetry skills to produce and prepare for publication of individual, original writings including background research. Students will continue to maintain a writer’s portfolio; and brainstorm, edit, critique, and conference with teachers and peers. Students will read examples by professional writers and expand their writing skills. Since this course requires several major writings, students should have a strong desire to express themselves through the written word. Students will learn the techniques of positive feedback and encouragement as an integral part of the writing process.
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	

**Priority Missouri Learning Standards/National Standards**

11-12.W.2.A - Development: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

11-12.W.3.A - Revise & Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience.

11-12.R.L.1.B - Word Meanings: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

11-12.R.L.2.A - Structure: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

11-12.R.L.2.C - Craft and Meaning: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.

11-12.R.L.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

11-12.SL.2.A - Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.



## Unit 1: Fiction Writing

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.B 11-12.RL.2.A 11-12.RL.2.C 11-12.RL.2.D	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
11-12.W.2.A 11-12.W.3.A	<b>Enduring Understandings</b>	<b>Essential Questions</b>
11-12.SL.2.A	<p>Storytelling is an effective means of sharing universal experiences.</p> <p>Effective stories utilize appropriate word choice, characterization, tone, dialogue, and descriptive language.</p> <p>Authors use the revision process to enhance the theme, tone, and plot (including inferred and explicit details).</p> <p>Effective storytelling uses appropriate conventions to not distract the reader from the intended meaning.</p>	<p>Why do people tell stories?</p> <p>What are the components of an engaging story?</p> <p>How do the author’s choices impact the overall theme and tone of a piece of writing?</p> <p>How do I use writing conventions to tell an effective story?</p>
<b>Learning Targets</b>		
<p><i>Students will...</i></p> <p>Produce a variety of clear and coherent fictional stories with appropriate development, organization, style, voice, and theme.</p> <p>Use the revision process to enhance their personal writing pieces.</p> <p>Analyze writings for techniques that enhance their storytelling (in their own and peer work).</p> <p>Use accurate writing conventions.</p>		
<b>Unit Duration:</b>		
<b>7-9 weeks</b>		



## Unit 2: Descriptive Writing

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.B 11-12.RL.2.A 11-12.R.L.2.C 11-12.RL.2.D	<ul style="list-style-type: none"> <li>• Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>• Read and understand any text or text format</li> <li>• Think critically and select the most relevant information</li> <li>• Effectively communicate ideas through speaking and writing</li> <li>• Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
11-12.W.2.A 11-12.W.3.A  11-12.SL.2.A	<b>Enduring Understandings</b>	<b>Essential Questions</b>
	<p>Fundamentally, writing is transferring the “pictures” in the author's mind to the reader.</p> <p>Descriptive language is essential to accurately convey meaning, or “paint the picture.”</p> <p>Descriptive language and word choice contribute to the creation of mood and tone.</p> <p>Descriptive language and word choice help refine and clarify specific details.</p>	<p>How is writing turned into meaning for the reader?</p> <p>How is descriptive writing and word choice important to convey meaning?</p> <p>How do I use descriptive language to enhance mood, tone, and clarity?</p>
<b>Learning Targets</b>		
<p><i>Students will...</i></p> <p>Produce a variety of clear and coherent writing pieces focusing on appropriate development of descriptive techniques such as word choice and the use of sensory details.</p> <p>Use the revision process to enhance word choice, tone, and mood within their personal writing pieces.</p> <p>Analyze writings for techniques that enhance their storytelling (in their own and peer work).</p> <p>Use accurate writing conventions.</p>		
<b>Unit Duration:</b>		
7-9 weeks		



## Assessment Evidence

Rubric/Scoring	Assessment
<p><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a></p> <p><i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## *Learning Plan*

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment



**Strand 1: 11-12.W.2.A**

**Topic: Development**

**Grade: 9-12**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.		3.0 activities - All writing pieces - memoir writing - short stories
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will produce clear and coherent writing with support; some errors in organization, style and voice. Produce blended writing with significant scaffolding.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand 1: 11-12.W.3.A**

**Topic: Revise and Edit**

**Grade: 9-12**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	3.0 activities - All writing assignments - Peer editing - Teacher/student conference
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will review, revise, and edit writing with consideration for the task, purpose, and audience.	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will require support to review, revise, and edit writing. Some consideration for task, purpose, and audience.	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 3: Reading and Literature</b>		
<b>Topic: Word Meanings</b>		
<b>Grade: 9 - 12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 activities - poetry - short stories
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials with support.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 3: Reading and Literature</b>		
<b>Topic: Structure</b>		
<b>Grade: 9 - 12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 Activities - poetry - Short stories - peer/self evaluation of pieces
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will identify how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 3: Reading and Literature</b>		
<b>Topic: Craft and Meaning</b>		
<b>Grade: 9 - 12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 activities: - poetry - short stories
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact when given specific example texts.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 3: Reading and Literature**

**Topic: Interaction and Meaning**

**Grade: 9 - 12**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	3.0 activities: - short stories - memoirs/narratives
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> will evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.  <b>The student exhibits no major errors or omissions.</b>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> can identify specific instances where author’s choices relate to elements of a text.	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 4 : Speaking and Listening</b>		
<b>Topic: Viewpoints of Others</b>		
<b>Grade: 9 - 12</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		3.0 activities <ul style="list-style-type: none"> <li>- collaborative discussion</li> <li>- share out pieces</li> <li>- share comments on other students' work</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> will speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> will speak audibly and to the point. Requires support on the appropriate use of conventions, task, purpose, and audience when presenting. Some errors with volume, articulation, and pronunciation.	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

## AP Language and Composition Course Overview

<b>Grade level(s): 11-12</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p><i>Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis.</i></p>	<p><i>The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This college level course will prepare students for the Advanced Placement Language and Composition exam.</i></p>
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i></li> <li>● <i>Read and understand any text or text format</i></li> <li>● <i>Think critically and select the most relevant information</i></li> <li>● <i>Effectively communicate ideas through speaking and writing</i></li> <li>● <i>Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</i></li> </ul>	



**Priority Missouri Learning Standards/National Standards**

**Skill Category 1: Rhetorical Situation-Reading**

Explain how writers' choices reflect the components of the rhetorical situation.

**Skill Category 2: Rhetorical Situation-Writing**

Make strategic choices in a text to address a rhetorical situation.

**Skill Category 3: Claims and Evidence-Reading**

Identify and describe the claims and evidence of an argument.

**Skill Category 4: Claims and Evidence-Writing**

Analyze and select evidence to develop and refine a claim.

**Skill Category 5: Reasoning and Organization-Reading**

Describe the reasoning, organization, and development of an argument.

**Skill Category 6: Reasoning and Organization-Writing**

Use organization and commentary to illuminate the line of reasoning in an argument.

**Skill Category 7: Style-Reading**

Explain how writers' stylistic choices contribute to the purpose of an argument.

**Skill Category 8: Style-Writing**

Select words and use elements of composition to advance an argument.

<b>Strand 1: Rhetorical Situation</b>			
<b>Topic: Reading and Writing</b>			
<b>Grade: 11-12</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message</li> <li>Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs</li> <li>Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</li> <li>Demonstrate an understanding of an audience’s beliefs, values, or needs.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		Rhetorical analysis essay Writing for a particular situation or audience
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Partially understands the rhetorical situation and its impact on the reading or writing a text.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 1: Claims and Evidence</b>			
<b>Topic: Reading and Writing</b>			
<b>Grade: 11-12</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Identify and explain claims and evidence within an argument.</li> <li>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</li> <li>Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</li> <li>Develop a paragraph that includes a claim and evidence supporting the claim.</li> <li>Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</li> <li>Qualify a claim using modifiers, counterarguments, or alternative perspectives.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>Rhetorical analysis essay Argument essay Synthesis essay</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Partially understands how to identify parts of an argument.</li> <li>Partially understands how to write an argument.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 1: Reasoning and Organization</b>			
<b>Topic: Reading and Writing</b>			
<b>Grade: 11-12</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</li> <li>Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</li> <li>Recognize and explain the use of methods of development to accomplish a purpose.</li> <li>Develop a line of reasoning and commentary that explains it throughout an argument.</li> <li>Use transitional elements to guide the reader through the line of reasoning of an argument.</li> <li>Use appropriate methods of development to advance an argument.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>Rhetorical analysis essay Argument essay Synthesis essay</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Partially understands how to identify a line of reasoning.</li> <li>Partially understands how to write a line of reasoning.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 1: Style</b>			
<b>Topic: Reading and Writing</b>			
<b>Grade: 11-12</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</li> <li>● Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</li> <li>● Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</li> <li>● Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</li> <li>● Write sentences that clearly convey ideas and arguments.</li> <li>● Use established conventions of grammar and mechanics to communicate clearly and effectively.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		Rhetorical analysis essay Argument essay Synthesis essay
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Partially understands how to identify stylistic elements.</li> <li>● Partially understands how to employ stylistic elements in writing.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	Even with help, no understanding or skill demonstrated.		

## AP Literature *Course Overview*

<b>Grade level(s): 11-12</b>	<b>Credits earned: 1</b>
<b>Course Rationale</b>	<b>Course Description</b>
<p>Throughout the course, students will follow the pattern of reading texts - in entirety or by passage - to analyze meaning behind the texts. Students will learn what to look for in a text to assign meaning, and where to find relevant connections between these texts and the world. They will then turn to the act of composition themselves, seeking to communicate the themes and complexities they have encountered in their reading and analysis. All of these skills look toward critical thinking and polished writing skills, both of which will allow students to succeed in life post-graduation.</p>	<p>This is a college level course, which prepares the students for the Advanced Placement Literature and Composition exam. Students should be aware of the rigor, intensity, and scope that this course will demand. This course will further develop students' abilities as skilled analysts of a broad range of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will study, analyze, and write from a variety of literary genres. The main emphasis will be writing critical essays under time constraints with emphasis on point of view, imagery, figurative language, syntax, style, structure, and diction. These essays should demonstrate what is expected at the end of a college freshman course in English. Students will enhance vocabulary, grammar, research skills as well as speaking and listening skills.</p>
<b>Transfer Goals/Big Ideas</b>	
<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	

**Priority Missouri Learning Standards/National Standards**

11-12.W.3.A.a - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text

11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation

11-12.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

11-12.RL.3.C - Synthesize Ideas from Multiple Texts: Evaluate how an author's work reflects his or her historical/cultural perspective.

11-12.RL.3.D - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.



## Unit 1: Short Fiction Reading & Analysis

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.2.D 11-12.RL.3.C 11-12.RL.3.D  11-12.W.3.A.(a.b.c)	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	The sequence in which the text reveals information is a structural choice made by a writer that contributes to the reader’s interpretation.  Commentary establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	How do I create meaningful commentary over a text?  How do I determine an author’s purpose within structural choices in a text?  How do I create a meaningful thesis statement that addresses my line of reasoning?
Learning Targets		
Students will... Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives Identify and describe specific textual details that relate to a claim Identify and describe how plot orders events in a narrative and explain the function of a particular series of events		
Unit Duration:		
9 weeks (22 classes)		





## Unit 2: Poetry Reading & Analysis

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.2.D 11-12.RL.3.D  11-12.W.3.A.(a.b.c)	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p> <p>Poetry and prose fiction have fundamental differences that affect understanding.</p>	<p>How do I identify and contrast the meaning of literary devices in a text?</p> <p>How do I show how meaning changes in a text?</p> <p>How do I support an opinion argument with textual evidence?</p> <p>How is poetry analysis different from prose analysis?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Explain the function of structure and contrasts within a text</p> <p>Demonstrate understanding of literary devices (such as simile, metaphor, symbol, etc.) by identifying them and explaining their functions</p> <p>Develop a paragraph that includes a claim that requires defense with evidence from the text</p>		
Unit Duration:		
9 weeks (23 classes)		



### Unit 3: Sustained Fiction Reading & Analysis

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.A 11-12.RL.3.D  11-12.W.3.A.(a.b.c)	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>A narrator’s or speaker’s perspective controls the details and emphases. This affects how readers experience and interpret a text.</p> <p>Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p> <p>A line of reasoning should be supported by relevant and sufficient evidence.</p>	<p>How can I isolate the narrator’s perspective in a text?</p> <p>How is my experience as a reader affected by a changed perspective?</p> <p>What categories can I use to define a character, and what does that say about a text?</p> <p>How do I support a line of reasoning with evidence throughout the text?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Determine how a narrator/speaker’s perspective affects the interpretation of the text</p> <p>Explore a character’s values and beliefs to categorize and determine what they say about the text</p> <p>Select relevant evidence to support a line of reasoning</p>		
Unit Duration:		
9 weeks (22 classes)		



## Unit 4: Analysis of Drama

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.3.D  11-12.W.3.A.(a.b.c)	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	Setting and the details within a text not only depict a time and place, but also convey values.  Contrasting ideas helps to give meaning to experiences and information.  Expert communication requires use of relevant compositional elements.	How do I find the differences between dramatic writing, poetry, and narrative prose?  How do I utilize contrasting ideas while supporting a claim?  How does the use of relevant compositional elements contribute to clear communication?
Learning Targets		
<i>Students will...</i> Analyze how the details associated setting convey the values of the piece Explain the the function of contrasts within a text Demonstrate control over the elements of composition in analysis writing		
Unit Duration:		
9 weeks (23 classes)		



## Assessment Evidence

Rubric/Scoring	Assessment
<p data-bbox="96 334 537 440"><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p data-bbox="96 493 495 521"><a href="#">Performance Task Review Criteria</a></p>	<p data-bbox="667 334 919 362"><a href="#">What is assessment?</a></p> <p data-bbox="667 375 1528 402"><i>[ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i></p> <p data-bbox="667 453 1293 480">(Pre-assessment can double as the post-assessment)</p> <ul data-bbox="720 532 1587 797" style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul>



## *Learning Plan*

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment

<b>Strand 1: Writing (11-12.W.3.A.a)</b>		
<b>Topic: Revise and Edit Organizational Content</b>		
<b>Grade: 11-12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will be able to</b> introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. In addition, students will achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	Respond to a prompt in a given text passage that addresses all parts of the prompt in a complete essay format.
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student introduces the topic, and provides a conclusion. In addition, students hint at the writer's purpose and have a moderate understanding of the choices within the text.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 2: Writing (11-12.W.3.A.b)</b>		
<b>Topic: Revise and Edit Word Choice, Syntax, Style</b>		
<b>Grade: 11-12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will be able to review, revise, and edit writing with consideration for the task, purpose, and audience while focusing on word choice, syntax, and style. The student will choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Edit essay looking for errors in language and style while making improvements in syntax and lexicon</p>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student revises and edits with help, attempting to improve syntax and lexicon with varying levels of success.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 3: Writing (11-12.W.3.A.c)</b>		
<b>Topic: Revise and Edit Conventions</b>		
<b>Grade: 11-12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will be able to utilize conventions of standard English and usage to demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>	Student will peer edit, specifically addressing conventions and grammar with the ability to justify edits
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student demonstrates understanding of the conventions of standard English grammar and usage, including spelling and punctuation, with help.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<b>Strand 4: Reading Literary Texts (11-12.RL.1.A)</b>		
<b>Topic: Evidence/Inference in Citing Evidence</b>		
<b>Grade: 11-12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will be able to draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>	Annotate a text to support a claim by identifying relevant textual evidence and connecting it to the line of reasoning.
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student draws conclusions and attempts to analyze by citing textual evidence, with help.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 5: Reading Literary Texts (11-12.RL.2.D)</b>		
<b>Topic: Interaction and Meaning in Author's Choice</b>		
<b>Grade: 11-12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will be able to evaluate the impact of the author's choices regarding how to develop and relate elements of a text.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Assist in leading class discussion connecting the author's choices and how they relate to theme within the text</p>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student attempts to evaluate aspects of the impact of the author's choice regarding how to develop and relate textual elements.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand 6: Reading Literary Texts (11-12.RL.3.C)**

**Topic: Synthesize Ideas from Multiple Texts**

**Grade: 11-12**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to evaluate how an author's work reflects his or her historical/cultural perspective.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>Present information about an author that is linked to the text showing the connection between the novel and the historical background.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student evaluates the historical or cultural perspective of the author with guidance.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**Strand 7: Reading Literary Texts (11-12.RL.3.D)**

**Topic: Comprehension of Literature**

**Grade: 11-12**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will be able to read and comprehend literature, including stories, dramas and poems, independently and proficiently.</b></p> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>Choose and read a piece of literature then create an essay prompt that reflects understanding of the literature</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student reads and comprehends a piece of literature independently with prompts for understanding.</b></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

## ADVANCED COLLEGE CREDIT: COMPOSITION I

### Course Overview

Grade level(s): 12	Credits earned: 1
Course Rationale	Course Description
<p><i>Writing and reasoning skills are essential to succeed in any discipline at university or in a career field. This course is designed to help students analyze, synthesize, and critique fiction and non-fiction literature, both in writing and discussion at an advanced level. Students will learn about the principles of effectively writing for different audiences and understanding the steps of the writing and revision process by critiquing their own and others' work. Students will also learn to be good readers of writing and how to develop strong word choice and syntax within their own writing and presentation of ideas.</i></p>	<p>City of St. Charles School District: This course introduces students to writing for the purposes of the university setting, by focusing on the elements of rhetoric that govern communication (audience, purpose, discourse community, and context). Writing and discussion will focus on rhetorical strategies necessary for writing, and thinking tools that university work will require. Students will also examine how to compose arguments and incorporate research methods into writing.</p> <p>MSSU--Comp 101 is an introduction to the principles of college-level writing and critical thinking. Students will write a number of essays for a variety of purposes and audiences. Successful completion of the course permits the student to enroll in English 102.</p> <p>MSSU--ENG 101 is a course in written communication in which students will learn to recognize and employ a variety of features and qualities of multiple types of expository writing. All sections of this course must include coverage of the following discipline and content concerns:</p>

A. writing as recursive process, including invention, drafting, revision, and editing;  
B. use of inquiry in the writing process;  
C. the value of critical thinking and critical reading in the writing process;  
D. conceptions of audience for a variety of types of writings;  
E. concerns of structure and development, including thesis statements, paragraph development, and the development of supporting ideas;  
F. the application of punctuation rules, sentence structure development, and formatting conventions.

**Transfer Goals/Big Ideas**

- *Apply 21st Century Skills through reading, writing, speaking, and listening*
- *Read and understand any text or text format*
- *Think critically and select the most relevant information*
- *Effectively communicate ideas through speaking and writing*
- *Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life*

MSSU--Upon successful completion of this course, students will:

learn the principles of effective writing by producing a number of essays throughout the semester [1A-F];

develop understanding of concepts of audience and the purposes of responding to the needs of diverse audiences [1D-F];

learn to develop thesis statements, supporting ideas, and organizational structures as appropriate to several types of writing and rhetorical situations [1A, 2D, 2E];

understand a writing assignment as a recursive process of several steps, including drafting, editing, and revising [1B];

learn to critique their own and others' work [1A, F];

learn to use writing and reading for inquiry, learning, thinking, and communicating [2A, 2E];

learn to be good readers of writing and to recognize the connections between careful thinking, careful reading, and writing [2A, 2E];

learn to evaluate the ideas present in a piece of writing and to determine whether the central point is reasonable and well-supported [1D, 2A, 2D, 2E];

develop knowledge of conventions ranging from structure and paragraphing to tone and mechanics [1C, E];

**Priority Missouri Learning Standards/National Standards**

11-12 RI.1.A - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

11-12 RI.1.D - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

11-12.RI.2.D - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

11-12 RI.3.C - Synthesize Ideas from Multiple Texts: Evaluate how an author's work reflects his or her historical/cultural perspective.

11-12.RI.3.D - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.

11-12.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

11-12.W.1.A - Research: Gather relevant information from multiple authoritative print

and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
11-12.W.3.A.a - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	
11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text	
11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation	
11-12.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	
11-12.RL.3.C - Interaction and Meaning (Analyze craft and structure): Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	
11-12.RL.3.D - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	





## Unit 1: Critical Response

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
<p><i>[ID by label, standards addressed in this unit] - Use Letters and Numbers (do not write out whole standard)</i></p> <p>11-12 RI.1.A 11-12 RI.1.D 11-12.RI.2.D 11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c</p>	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Authors' use of organization, word choice, and syntax are persuasive tools that need to be identified and engaged with.</p> <p>Responding to a piece of literature requires engagement and understanding of persuasive writing tools.</p>	<p>How can I uncover the author's intent?</p> <p>How can I wrestle my thoughts on the work into a coherent response?</p> <p>How can I organize persuasive writing tools in my response?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>-Students will evaluate an author's argument and reasoning while citing relevant and thorough textual evidence.</li> <li>-Students will review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</li> <li>-Students will effectively organize and edit their writing with consideration to task, purpose, and audience.</li> </ul>		
Unit Duration:		
2 weeks -5 days		



## Unit 2: Dramatic Analysis

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12 RL.1.A 11-12 RL.2.D 11-12.RL.3.C 11-12.RL.3.D	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c	Enduring Understandings	Essential Questions
	<p><a href="#"><u>What are enduring understandings?</u></a></p> <p>Historical and religious context is important to understanding themes in a story.</p> <p>Using textual evidence is essential in supporting a claim.</p> <p>Characters and themes are developed throughout a dramatic work.</p> <p>Inference is key in understanding dramatic works.</p>	<p><a href="#"><u>What are essential Questions?</u></a></p> <p>Reading:</p> <p>How do dramatic elements help contribute to the meaning?</p> <p>How can I understand the connection between historical content and the theme of the drama?</p> <p>How can I follow a work's theme and characterization in a complex plot?</p> <p>Written response:</p> <p>How can I form a coherent response to an element of the play and express it in writing?</p> <p>How can I select text evidence to support my claim?</p>

## Learning Targets

*Students will...*

*-Students will draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of a dramatic work while evaluating the impact of the author's choices.*

*-Students will read and comprehend drama independently and proficiently.*

*-Students will review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.*

*-Students will effectively organize and edit their writing with consideration to task, purpose, and audience.*

**Unit Duration:**

**8 weeks - 20 classes**



## Unit 3: Film or Play Review

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Knowing your audience is important in understanding and developing different types of writing.</p> <p>Vocabulary and style are important when developing this genre of writing.</p>	<p>How can I use the vocabulary of film or drama critique to make my meaning succinct?</p> <p>How can I understand that a review is written for an audience, and anticipate and manage their expectations as I present my review of the work?</p> <p>How can I balance the need for summary with the need for brevity?</p> <p>How can I edit for style in this particular genre of writing?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>-Students will review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</p> <p>-Students will effectively organize and edit their writing with consideration to task, purpose, and audience.</p>		
Unit Duration:		
<b>3 weeks - 7 or 8 classes</b>		



## Unit 4: Literary Analysis

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12 RL.1.A 11-12.RL.3.D  11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	<p>Demonstrating knowledge of a work requires higher level thinking and analysis.</p> <p>Focus and organization are key to explaining ideas and understanding of a literary work.</p>	<p>How can I read with the purpose of the upcoming literary analysis in mind?</p> <p>How can I demonstrate understanding of a work of literature? (Such as a project, paper, or performance).</p> <p>How can I narrow my focus for my literary analysis? (such as historical influences, characterization, or the opinions of other critics).</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>-Students will read and comprehend literature independently and proficiently.</li> <li>-Students will draw conclusions, infer, and analyze by citing relevant and thorough textual evidence.</li> <li>-Students will review, revise, and edit writing or presentation using precise language with consideration for the task, purpose, and audience.</li> <li>-Students will effectively organize and edit their writing or presentation with consideration to task, purpose, and audience.</li> </ul>		
Unit Duration:		
<b>5 weeks - 12 class periods</b>		



## Assessment Evidence

Rubric/Scoring	Assessment
<p>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</p> <p><a href="#">Performance Task Review Criteria</a></p>	<p><a href="#">What is assessment?</a> [ i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</p> <p>(Pre-assessment can double as the post-assessment)</p> <ul style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul> <p><b><u>Unit 1:</u></b> Common Formative Assessment: make a citation for an article, administered the first week or two of class.</p> <p>Summative: Critical response essay to an article due 2-3 weeks into the semester.</p> <p><b><u>Unit 2:</u></b> Summative: Literary analysis essay over a dramatic work in which students analyze characterization, theme, or structure due weeks 9-11 of the course.</p> <p><b><u>Unit 3:</u></b> Common Formative Assessment: using advanced punctuation marks correctly in a piece of writing in week 12-14 of the course.</p> <p>Summative: Students will create critique of a movie or play due weeks 12-14 of the course.</p> <p><b><u>Unit 4:</u></b> Summative: Student options include a creative project or an essay over fictional works due weeks 17-18 of the course.</p>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-2	Critical Response	Sample articles or pieces of literature	<ul style="list-style-type: none"><li>-Students will evaluate an author's argument and reasoning while citing relevant and thorough textual evidence.</li><li>-Students will review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</li><li>-Students will effectively organize and edit their writing with consideration to task, purpose, and audience.</li></ul>	Students will write a short critical response analyzing an article or short story, infusing both the author's message as well as their own insights.
3-10	Dramatic analysis	A play, such as <i>Hamlet</i> .	<ul style="list-style-type: none"><li>-Students will draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of a dramatic work while evaluating the impact of the author's choices.</li><li>-Students will read and comprehend drama independently and proficiently.</li><li>-Students will review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</li><li>-Students will effectively organize and edit their writing with consideration to task, purpose, and audience.</li></ul>	Students will write an essay analyzing the dramatic work and the development of character and/or theme.

11-13	Film or play review	Student's choice of film or play	<p><i>-Students will review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</i></p> <p><i>-Students will effectively organize and edit their writing with consideration to task, purpose, and audience.</i></p>	Students will critique a performance with consideration to audience.
14-18	Literary Analysis	A novel or selection of short stories or poetry	<p><i>-Students will read and comprehend literature independently and proficiently.</i></p> <p><i>-Students will draw conclusions, infer, and analyze by citing relevant and thorough textual evidence.</i></p> <p><i>-Students will review, revise, and edit writing or presentation using precise language with consideration for the task, purpose, and audience.</i></p> <p><i>-Students will effectively organize and edit their writing or presentation with consideration to task, purpose, and audience.</i></p>	Students will create a project or written piece analyzing a literary work.



<b>Strand 1: Reading Informational Text (RI.1.A)</b>			
<b>Topic: Evidence and Inference</b>			
<b>Grade: 12</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student will be able to</b> Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.		<ul style="list-style-type: none"> <li>● Annotated Bibliography</li> <li>● MLA Citation Practice</li> <li>● Conduct research</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student</b> draws conclusions and cites relevant textual evidence with help.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 1: Reading Informational Text (RI.1.D)</b>			
<b>Topic: Summarize and Claim</b>			
<b>Grade: 12</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>            Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.</p> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Graffiti wall with different central ideas. Students rotate and add information to each central idea.</li> <li>● Write a summary of text.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>            Explain a central/main idea in a text and relate the central ideas to human nature and the world; provide an objective and concise summary of the text with help</p>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 1: Reading Informational Text (RI.2.D)</b>		
<b>Topic: Analyze Craft and Structure</b>		
<b>Grade:12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student will:</b> Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Debate</li> <li>● Discussion on editorial articles</li> </ul>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> identifies an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 1: Reading Informational Text (RI.3.D)</b>			
<b>Topic: Comprehension</b>			
<b>Grade: 12</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Read and comprehend informational text independently and proficiently <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Reading comprehension assignment</li> <li>● Annotate readings</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Read and comprehend informational text with help.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 2: Writing (W.1.A)</b>		
<b>Topic: Research</b>		
<b>Grade:12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<ul style="list-style-type: none"> <li>● Research paper</li> <li>● Research for podcast</li> </ul>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches with help; integrate information into the text to maintain the flow of ideas, attempt to avoid plagiarism following a standard format for citation.	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand 2: Writing (W.3.A.b)</b>		
<b>Topic: Revise and Edit</b>		
<b>Grade:</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	<ul style="list-style-type: none"> <li>● Revise a piece of writing multiple times. changing the audience each time</li> <li>● Peer reading</li> </ul>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> with help, reviews, revises, and edits writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose language and make syntactical choices to reflect an understanding of how language functions in different contexts.	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand 2: Writing (W.3.A.c)			
Topic: Revise and Edit			
Grade:			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation		<ul style="list-style-type: none"> <li>● Revise peers paper</li> <li>● Grammar mini-lessons</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> Demonstrates a basic understanding of the conventions of standard English grammar and usage including spelling and punctuation		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 3: Reading Literature (RL.1.A)</b>		
<b>Topic: Evidence and Inference</b>		
<b>Grade: 12</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>● MLA citation practice</li> <li>● Annotate sources for best textual evidence to use</li> </ul>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> draws conclusions and cites relevant textual evidence with help.	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Strand 3: Reading Literature (RL.2.D)			
Topic: Interaction and Meaning			
Grade: 12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.		<ul style="list-style-type: none"> <li>● Examine connotative and denotative meaning of words used in text.</li> <li>● Tone and mood activity</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  Identify the author’s choices regarding how to develop and relate elements of a text		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand 3: Reading Literature (RL.3.D)</b>			
<b>Topic: Comprehension</b>			
<b>Grade: 12</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> Read and comprehend literature, including stories, dramas and poems, independently and proficiently.		<ul style="list-style-type: none"> <li>● Reading comprehension assignment</li> <li>● annotate readings to help with comprehension.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> with assistance, will read and comprehend stories, dramas and poems.		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

## ADVANCED COLLEGE CREDIT: COMPOSITION 2

### Course Overview

Grade level(s): 12	Credits earned:1
Course Rationale	Course Description
<p><i>This semester of College Composition will build on the previous semester of work in a composition class. Students will focus on learning necessary research and critical reading skills in order to summarize and synthesize sources. They will learn to find, evaluate, and cite valid primary and secondary sources and integrate others' ideas into their own writing to practice effective argumentation. Students will create a revised portfolio of work to show growth and mastery of skills.</i></p>	<p>This course introduces students to writing for the purposes of the university setting, by focusing on the elements of rhetoric that govern communication (audience, purpose, discourse community, and context). Writing and discussion will focus on rhetorical strategies necessary for writing, and thinking tools that university work will require. Students will also examine how to compose arguments and incorporate research methods into writing.</p> <p>MSSU--English 101 and 102 are courses designed to be taken in sequence. English 102 emphasizes writing based on research. (Meets Core Curriculum requirement.) Prerequisites ENG 101, College Composition I, or ENG 111, Advanced College Composition.</p> <p>MSSU-Composition 102 is a writing course in which students will focus on writing from sources, research writing and persuasive/argumentative essays that integrate research. Building on the skills focused on in 101-- using a thesis, supporting a thesis, and developing paragraphs adequately-- the student will work on developing critical reading skills that will be used in summarizing, critiquing and synthesizing sources. The student will also learn how to find and evaluate sources and document them. While instructors have flexibility in when and how their course deals with these concerns, all sections of 102 should work toward the following goals:</p>

Focus on critical reading skills that will enable the student to summarize, critique, and synthesize in writing from sources without plagiarizing or using the sources inaccurately.

Development of students' skills in locating sources, including use of the library's catalog and electronic databases.

Focus on enabling the student to integrate and document sources using the MLA style of documentation, with awareness of other documentation styles.

Continuation of understanding of the principles of persuasion/argumentation.

Focus on developing an awareness of style as it is created by diction, tone, and sentence structure with a special focus on working toward a more mature style that features variety in sentence structure and length.

Continued focus on writing as a recursive process of drafting, revision, and editing.

Continued development of skills in using punctuation and avoiding usage and spelling errors, especially during the stages of revision and editing.

Continued development of students' skills in evaluating their own and others' papers.

**Transfer Goals/Big Ideas**

- *Apply 21st Century Skills through reading, writing, speaking, and listening*
- *Read and understand any text or text format*
- *Think critically and select the most relevant information*
- *Effectively communicate ideas through speaking and writing*
- *Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life*

MSSU--Upon successful completion of this course, students will:

1. learn necessary research skills and develop critical reading skills that will be used in summarizing, critiquing and synthesizing sources so that the writer can write research essays [1A, 1D, 1E, 2C, 2E];
2. learn how to find, evaluate, analyze, and synthesize primary and secondary sources, using the library catalog, indexes, online databases, and search engines for locating sources [1B, 2E, 4A-E];
3. practice the principles of effective argumentative writing [1C, 1D, 1E, 2D, 2E];
4. learn how to use the MLA system of documentation and formatting an MLA research paper [2A, 4E]

**Priority Missouri Learning Standards/National Standards**

11-12 RI.1.A - Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

11-12 RI.1.D - Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central

ideas to human nature and the world; provide an objective and concise summary of the text.	
11-12.RI.2.D - Analyze Craft and Structure (Approaching Texts as a Writer): Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.	
11-12 RI.3.C - Synthesize Ideas from Multiple Texts: Evaluate how an author's work reflects his or her historical/cultural perspective.	
11-12.RI.3.D - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Read and comprehend informational text independently and proficiently.	
11-12.W.1.A - Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	
11-12.W.1.A - Research: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
11-12.W.3.A.a - Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	
11-12.W.3.A.b - Revise and Edit: Review, revise, and edit writing	

<p>with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text</p>	
<p>11-12.W.3.A.c - Revise and Edit: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation</p>	
<p>11-12.RL.1.A - Evidence/Inference: Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p>	
<p>11-12.RL.2.D - Interaction and Meaning: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.</p>	
<p>11-12.RL.3.C - Interaction and Meaning (Analyze craft and structure): Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.</p>	
<p>11-12.RL.3.D - Comprehension: Read and comprehend literature, including stories, dramas and poems, independently and proficiently.</p>	



## Unit 1: Research Paper

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.RI.1.A 11-12.RI.3.D 11-12.W.1.A 11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c</p>	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	<p>Comprehending and evaluating differing ideas is important to developing your own arguments and opinions about a topic.</p> <p>Proper citing of information is important in writing.</p> <p>Editing is essential to developing and publishing ideas in writing.</p>	<p>How can I gather, evaluate, and synthesize differing ideas which contribute to my topic?</p> <p>How can I document sources to make attribution clear?</p> <p>How can I avoid improper types of bias and discuss an author's bias as part of my evaluation of the topic?</p> <p>How can I use topic sentences and transitions to deftly guide the reader through the claim and text evidence?</p> <p>How can I edit for surface control?</p>



## Learning Targets

*Students will...*

*Read and comprehend informational texts independently and proficiently.*

*Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence from a variety of sources.*

*Conduct research to answer a question or solve a problem, narrowing or broadening the inquiry when necessary, integrating multiple relevant and credible sources using MLA format.*

*Locate and integrate information from credible and useful outside sources in a way that maintains the flow of ideas, avoids plagiarism, and avoids overreliance on any one source.*

*Review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.*

*Effectively organize and edit their writing with consideration to task, purpose, and audience.*

### Unit Duration:

**8 weeks - 20 classes**



## Unit 2: Visual Rhetoric

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c	<ul style="list-style-type: none"><li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li><li>● Read and understand any text or text format</li><li>● Think critically and select the most relevant information</li><li>● Effectively communicate ideas through speaking and writing</li><li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li></ul>	
	Enduring Understandings	Essential Questions
	Visual expression is an important way to present important issues and viewpoints. Clarity in your message comes from mastery of visual cues and conventions. It is just as important to do individual work in visual and oral format as in written format.	How can I present an advertisement, editorial cartoon, or other visual format to convey an idea?  How can I use visual cues such as titles, labels, symbol, exaggeration, understatement, caricature, stereotype, tribute, and analogy to make my message clear?  How can I avoid plagiarizing others' photos and ideas in a visual format?
Learning Targets		
<i>Students will...</i> -Review, revise, and edit writing and drawings with consideration to the task, purpose, and audience while avoiding logical fallacies and using effective word choice, syntax, and style. -Effectively communicate visually using visual cues such as titles, labels, symbol, exaggeration, understatement, caricature, stereotype, tribute, and analogy while avoiding plagiarism of ideas or images.		
Unit Duration:		
2 weeks (5 classes)		



### Unit 3: Literary Critique

#### Desired Results

Standards	Transfer Goal(s) /Big Ideas					
<p><i>[ID by label, standards addressed in this unit] - Use Letters and Numbers (do not write out whole standard)</i></p> <p>11-12.RL.1.A 11-12.RL.2.D 11-12.RL.3.C 11-12.RL.3.D</p>	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>					
<p>11-12.W.1.A 11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c</p>	<table border="1"> <thead> <tr> <th data-bbox="569 535 1318 605">Enduring Understandings</th> <th data-bbox="1323 535 1961 605">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="569 609 1318 852"> <p>It is important to evaluate an author's choices in ideas and their development to support your own claim.</p> <p>Understanding critiques of a work helps to develop your own ideas of a text.</p> <p>Clear documentation is essential in developing arguments and information.</p> </td> <td data-bbox="1323 609 1961 852"> <p>How can I find and select high quality critiques of the work of fiction and incorporate those ideas into my own claim?</p> <p>How can I find a focus for my analysis of a work of literature?</p> <p>How can I document sources so that attribution of content ideas is clear.</p> </td> </tr> </tbody> </table>	Enduring Understandings	Essential Questions	<p>It is important to evaluate an author's choices in ideas and their development to support your own claim.</p> <p>Understanding critiques of a work helps to develop your own ideas of a text.</p> <p>Clear documentation is essential in developing arguments and information.</p>	<p>How can I find and select high quality critiques of the work of fiction and incorporate those ideas into my own claim?</p> <p>How can I find a focus for my analysis of a work of literature?</p> <p>How can I document sources so that attribution of content ideas is clear.</p>	
Enduring Understandings	Essential Questions					
<p>It is important to evaluate an author's choices in ideas and their development to support your own claim.</p> <p>Understanding critiques of a work helps to develop your own ideas of a text.</p> <p>Clear documentation is essential in developing arguments and information.</p>	<p>How can I find and select high quality critiques of the work of fiction and incorporate those ideas into my own claim?</p> <p>How can I find a focus for my analysis of a work of literature?</p> <p>How can I document sources so that attribution of content ideas is clear.</p>					

#### Learning Targets

*Students will...*

*Read and comprehend literature independently and proficiently while evaluating the impact of the author's choices regarding how to develop and related elements of a text.*

*Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support their own argument about a text.*

*Conduct research to find literary criticism that supports their analysis of a literary work.*

*Integrate information from outside sources to maintain the flow of ideas, avoid plagiarism, and use citations to avoid plagiarism.*

*Review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.*

*Effectively organize and edit their writing with consideration to task, purpose, and audience.*

#### Unit Duration:

**7 weeks -17 classes**



## Unit 4: Portfolio

### *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c	<ul style="list-style-type: none"> <li>● Apply 21st Century Skills through reading, writing, speaking, and listening</li> <li>● Read and understand any text or text format</li> <li>● Think critically and select the most relevant information</li> <li>● Effectively communicate ideas through speaking and writing</li> <li>● Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life</li> </ul>	
	Enduring Understandings	Essential Questions
	Editing and reflection are an important part of the writing process.  Reflection on my own writing is essential to growth.	How can I reflect meaningfully on my collected work for the semester/year? How can I identify areas of prior and future growth? How can I manage the very specific audience--my teacher and myself--honestly? How can I edit and format my final work of writing in this course?
Learning Targets		
<i>Students will...</i> <i>Review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</i> <i>Effectively organize and edit their writing with consideration to task, purpose, and audience.</i>		
Unit Duration:		
1 week - 2 or 3 classes		



## Assessment Evidence

Rubric/Scoring	Assessment
<p data-bbox="100 332 541 440"><i>[I.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p> <p data-bbox="100 492 495 521"><a href="#">Performance Task Review Criteria</a></p>	<p data-bbox="604 410 1226 440">(Pre-assessment can double as the post-assessment)</p> <ul data-bbox="653 492 1520 760" style="list-style-type: none"><li>● Use summative assessments to frame meaningful performance goals.</li><li>● Show criteria and models in advance.</li><li>● Assess before teaching.</li><li>● Offer appropriate choices.</li><li>● Provide feedback early and often.</li><li>● Encourage self-assessment and goal setting</li><li>● Allow new evidence of achievement to replace old evidence.</li></ul> <p data-bbox="604 812 688 841"><b><u>Unit 1:</u></b></p> <p data-bbox="604 850 1934 915">Summative Assessment: Students will write a research paper using MLA formatting and citations to be due week 6-7 of the semester.</p> <p data-bbox="604 971 688 1000"><b><u>Unit 2:</u></b></p> <p data-bbox="604 1010 1927 1075">Summative Assessment: Students will create an editorial cartoon, advertisement, or other visual argument. Due weeks</p> <p data-bbox="604 1130 688 1159"><b><u>Unit 3:</u></b></p> <p data-bbox="604 1169 890 1198">Summative Assessment:</p> <p data-bbox="604 1289 688 1318"><b><u>Unit 4:</u></b></p> <p data-bbox="604 1328 1919 1393">Summative Assessment: Students will revise old essays for word choice, conventions, and organization. Lessons could include word choice revisions and touch-up conventions lessons.</p>



## Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
8	Research Paper	<i>Thank You For Arguing</i>	<p><i>Read and comprehend informational texts independently and proficiently.</i></p> <p><i>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence from a variety of sources.</i></p> <p><i>Conduct research to answer a question or solve a problem, narrowing or broadening the inquiry when necessary, integrating multiple relevant and credible sources using MLA format.</i></p> <p><i>Locate and integrate information from credible and useful outside sources in a way that maintains the flow of ideas, avoids plagiarism, and avoids overreliance on any one source.</i></p> <p><i>Review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</i></p> <p><i>Effectively organize and edit their writing with consideration to task, purpose, and audience.</i></p>	Persuasive research paper

2	Visual Rhetoric	Inking supplies, if hand drawing.	<p><i>-Review, revise, and edit writing and drawings with consideration to the task, purpose, and audience while avoiding logical fallacies and using effective word choice, syntax, and style.</i></p> <p><i>-Effectively communicate visually using visual cues such as titles, labels, symbol, exaggeration, understatement, caricature, stereotype, tribute, and analogy while avoiding plagiarism of ideas or images.</i></p>	Editorial Cartoon, Advertisement, or other visual argument.
7	Literary Critique	Novel such as: <i>Nickel Boys</i> , <i>Life of Pi</i> , <i>1984</i> , <i>Slaughterhouse 5</i>	<p><i>Read and comprehend literature independently and proficiently while evaluating the impact of the author's choices regarding how to develop and related elements of a text.</i></p> <p><i>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support their own argument about a text.</i></p> <p><i>Conduct research to find literary criticism that supports their analysis of a literary work.</i></p> <p><i>Integrate information from outside sources to maintain the flow of ideas, avoid plagiarism, and use citations to avoid plagiarism.</i></p> <p><i>Review, revise, and edit writing using precise language with consideration for the task, purpose, and audience.</i></p>	Literary analysis essay integrating literary criticism

			<i>Effectively organize and edit their writing with consideration to task, purpose, and audience.</i>	
1	Portfolio		<i>Review, revise, and edit writing using precise language with consideration for the task, purpose, and audience. Effectively organize and edit their writing with consideration to task, purpose, and audience.</i>	Student portfolio



# 6-12 English Language Arts Grade-Level Expectations

*Missouri Department of Elementary and Secondary Education  
Spring 2016  
Updated 6/2020*

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Reading Literary Text

<b>1 Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>A</b> <b>Evidence/Inference</b> K-5 correlation R1A, R2A, B, C	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
<b>B</b> <b>Word Meanings</b> K-5 correlation R1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>C</b> <b>Text Features</b> K-5 correlation R1A	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).

Reading Literary Text

<b>1 Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>D</b>	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
<b>Summarize/Theme</b> K-5 correlation R2A					

<b>2 Analyze Craft and Structure (Approaching Texts as a Writer)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>A</b>	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	Analyze how a text's form or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
<b>Structure</b> K-5 correlation R2B, R2C					

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Point of View No K-5 correlation	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	Analyze how point of view is reflected in the characters, setting, and plot.	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
Craft and Meaning K-5 correlation R2B, R2C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Analyze how specific word choices contribute to meaning and tone.	Analyze how specific word choices and sentence structures contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
Interaction and Meaning K-5 correlation, R2A	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A Text in Forms K-5 correlation R4A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
B Relationships in Texts K-5 correlation R1C	Compare and contrast texts in different genres that address similar themes or topics.	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	Explain how and why an author alludes to or transforms source material within his or her text.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
C Historical Context K-5 correlation R2A	Explain how plot and conflict reflect historical and/or cultural contexts.	Explain how characters and settings reflect historical and/or cultural contexts.	Explain how themes reflect historical and/or cultural contexts.	Analyze how multiple texts reflect historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.

**Reading Literary Text**

<b>D</b> <b>Comprehension</b> <b>K-5 Correlation</b> <b>RI.A, RI.D</b>	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)						
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12	
Evidence/Inference K-5 correlation R1A, R3A, R, C	A	Draw conclusions, infer, and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
Word Meanings K-5 correlation R1B	B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
Text Features K-5 correlation R3A	C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

**Reading Informational Text**

<b>1 Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>D</b>	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>Summarize/Claim K-5 correlation R3B, R3C</b>					

<b>2 Analyze Craft and Structure (Approaching Texts as a Writer)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>A</b>	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Analyze how a text's organization or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
<b>Structure K-5 correlation R3C</b>					



Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B Point of View K-5 correlation R3B	Explain how an author's point of view or purpose is conveyed in a text.	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Analyze how an author uses rhetoric to advance point of view or purpose.	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
C Craft and Meaning K-5 correlation R3B	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.	Analyze how word choice contributes to meaning and tone.	Analyze how word choice and sentence structure contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

**Reading Informational Text**

<b>2 Analyze Craft and Structure (Approaching Texts as a Writer)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>D</b>	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
<b>Argument/Evidence K-5 correlation R3B</b>					

<b>3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>A</b>	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Analyze how similar ideas or topics are portrayed in different media formats.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
<b>Texts/Forms K-5 correlation R4A</b>					

**Reading Informational Text**

<b>3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>B</b>	Compare and contrast one author's presentation of events with that of another.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	Evaluate how effectively two or more texts develop similar ideas/topics.	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
<b>Relationships/ Texts K-5 correlation RIC</b>					
<b>C</b>	Explain how the text reflects historical and/or cultural contexts.	Explain how the text reflects historical and/or cultural contexts.	Explain how the central ideas of text reflect historical and/or cultural contexts.	Analyze how multiple texts reflect the historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
<b>Historical Context No K-5 correlation</b>					
<b>D</b>	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.
<b>Comprehension K-5 Correlation R1A, RID</b>					

Writing

1 Approaching the Task as a Researcher					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	a. Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
	b. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. 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.	b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Research K-5 correlation W3A					

## Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>A</b>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
<b>Development</b> <b>K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C</b>					

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.		
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C					

**Writing**

<b>3 Approaching the Task as a Reader</b>					
<b>A</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Revise and Edit K-5 correlation W1C</b>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</li> <li>b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</li> </ul>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</li> </ul>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.</li> <li>b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</li> </ul>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</li> <li>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</li> </ul>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</li> </ul>

Writing

3 Approaching the Task as a Reader					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>A (cont'd)</b>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. 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.</p>	<p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<b>Revise and Edit</b>					
<b>K-5 correlation W1C</b>					



## Speaking and Listening

<b>1 Collaborating</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>A</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>Conversations</b> K-5 correlation SL.1A, SL.3A					
<b>B</b>	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>Questioning</b> K-5 correlation SL.3A					

**Speaking and Listening**

<b>C</b>	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understandings and make new connections in light of the evidence and reasoning presented.
<b>Viewpoints of others K-5 correlation SL.1A</b>					
<b>2 Presenting</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>A</b>	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
<b>Verbal Delivery K-5 correlation SL.4A</b>					

**Speaking and Listening**

<b>B</b>	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
Nonverbal K-5 correlation SL.4A					
<b>C</b>	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
Multimedia K-5 correlation SL.4A					

## Chapter 3: Mindfulness Activities

### Mindful Moments: MIND

1	Ask the child(ren) to sit in front of a blank TV or computer screen. As they engage in mindful breathing, prompt them to imagine the thoughts or feelings that pass through their minds on the TV screen, watching them play out.
2	Instruct the child(ren) to lay down on the ground looking up. As they breathe steadily, ask them to imagine their thoughts floating past their heads, as if they are birds flying by in the sky.
3	Direct the child(ren) to imagine a volume button on their hand. Ask them to sit and attend to their thoughts. Every few seconds, tell them to increase or decrease the volume of their thoughts, noticing how that changes their reactions to them.
4	Ask each child to write his or her name down on a piece of paper. Holding the paper in front of their face, prompt them to notice what thoughts, feelings, and sensations arise as they look at their name.
5	Take the child(ren) outside, and ask them to look up at clouds. Prompt them to notice one thought/feeling they have been experiencing a lot that day, and assign it to one of the clouds, then breathe mindfully, watching as the cloud passes by.
6	Ask each child to think of one thought they frequently have. Then, have them write it on a piece of paper, but backwards and try to read it aloud. Does the thought have the same effect on them emotionally when it is backward?
7	Present a rose (or an image of one) to the child(ren). Prompt them to consider the beauty of the rose as well as the pain of the prick of the thorn. Discuss how thoughts and feelings can have the same "double edge" effect.
8	Play a song with lyrics in a language none of the children understand. Ask them to notice if they have any emotional reactions without knowing what the singer is saying, and discuss how language and sounds can have many different meanings.
9	Ask each child to draw a cell phone on a piece of paper. Then, as they mindfully breathe, noticing the conversation happening within their own mind, record the thoughts they have on the phone as text messages. Do they need to respond?
10	Bring in a wind chime (or play the sounds of one) for the child(ren). Ask them to predict the next exact time of the tone – when with the chimes meet again? It is too hard to do! Discuss how it is equally hard to predict what they will think!
11	Give each student a real (or paper) flower. As they breathe mindfully, ask them to remove a petal from the flower each time they notice a new thought, and drop the petal to the ground each time they let that thought pass. How quickly does it go?
12	Provide each child with a wand to blow bubbles. Ask them to blow bubbles, and then try to put a thought or feeling they experience "inside" each bubble before they all pop.



### Mindful Moments: MIND

13	Play the credits of a movie for the child(ren). Ask them, instead of reading the names and titles on the screen, to replace those with the thoughts, feelings, and sensations they experience while they are playing.
14	Discuss the difficulty of living when thoughts and feelings seem confusing or controlling. Tell them a story, and ask them questions about it. Then repeat with a different story, only ask them to cover their ears. Did they understand?
15	Give each child a stack of "thank you" cards. Tell them to be mindful of their thoughts, and as they occur, write a "thank you" to their mind for that thought. When they have filled up their cards, discuss what it felt like to do so.
16	Ask the child(ren) to close their eyes and breathe mindfully. Prompt them to imagine a bicycle wheel spinning in front of their eyes. Then, as thoughts arise, attach them to one of the spokes, noticing how they blend together over time.
17	Give each child a stack of playing cards, and ask them to close their eyes while attempting to build a house of cards structure, relying on their feeling and imagination to complete the task.
18	Present a clock with both second and minute hands to the child(ren). Challenge them to observe the clock carefully, and attempt to notice the thought they are having every five seconds, watching the clock and counting the seconds between.
19	Direct the child(ren) to sit as perfectly still as possible for three to five minutes, attempting not to move, twitch, or blink, taking notice of both their thoughts and feelings during this time.
20	Give each child a small cup of water, an empty cup, and an eye dropper. Set a timer for five minutes. Direct the child(ren) to use the dropper to move one drop of water to the empty cup for each thought noticed. How much water is transferred?
21	Remind the child(ren) of the classic "counting sheep" strategy to help people fall asleep at night. Then, rather than counting the sheep, ask them to assign a thought they have to each sheep as it passes through their imagination.
22	Ask the child(ren) to create a series of "fortunes" that they might find in a fortune cookie related to their mindfulness of thoughts. Then, take turns pulling fortunes and relating them to their lives.
23	Ask the child(ren) to assign a thought they have frequently, good or bad, to each item of clothing they are wearing. Then discuss why they assigned each thought to each article of clothing.
24	Prompt the child(ren) to think of five people close to them. Then, try to put into words what they believe each person thinks of them, being mindful of how that makes them feel and why they choose those statements.
25	Set a timer for three minutes, asking the child(ren) to write down each thought they have during that time. Then, prompt them to assign a flavor to each thought, what would they taste like, and why?

### Mindful Moments: BODY

1	Give each child a ribbon or other small object, and ask them to hold it in front of their face. As they breathe, prompt them to practice awareness of how the ribbon moves in sync with their breathing.
2	Put a few drops of water on each child's forehead, knee, or palm, and ask them to close their eyes and be mindful of how the liquid moves along their skin. What path does it take? How does it feel?
3	Prompt the students to close their eyes and hum one of their favorite songs. As they hum, direct their attention to the feeling they experience in the lips, on their teeth, on their tongue, and around their mouth. How does it feel?
4	Engage the child(ren) in a simple muscle relaxation activity. Prompt them to notice where there is tension in their body, then gently squeeze and relax those muscle groups, releasing the tension from their body.
5	Engage the child(ren) in a "Reverse Race." Rather than winning by being the first to the finish line, challenge the students to take such slow, measured steps while being mindful of their movements. Last one to the finish line wins!
6	Ask the child(ren) to sit crossed-legged on the floor or lay down on their backs with their eyes closed. Direct them to take even, steady breaths, inhaling through their nose and exhaling through their nose. Notice how the air feels as it moves.
7	Place a fan in front of the child(ren), letting the air blow towards them. Prompt them to close their eyes, feeling the air move along their skin, being mindful of how their skin reacts to the fan and the air's motion along their skin.
8	Give each child something heavy that they can hold in one or two hands (i.e. a weighted ball or bag of flour). Direct them to hold the item out in front of themselves for as long as they comfortably can, noticing the weight on their arms.
9	Engage the child(ren) in mindfully making isolated body movements. For example, prompt them to try to move one eyebrow or just one of their toes at a time, noticing how challenging it is and how the rest of their body reacts.
10	Bring the child(ren) outside for a mindful walk. As they are walking around outside, encourage them to be aware of how their body moves as they walk, how it feels to step on the ground, and all of the sights and sounds around them.
11	Create an area with open space, and engage the child(ren) in mindful stretching. Encourage them to breathe in before a stretch, and exhale as they stretch their arms, legs, etc., noticing how each body part feels as it moves.
12	Ask each child to take their shoes off, and walk on various surfaces (i.e. tile, wood, concrete, fabric, etc.). As they take steps, notice not only how the surface feels on their skin, but how their feet feel from the heel to the toe as they step.



### Mindful Moments: BODY

13	Give each child a partner, and ask them to stand at various distances from one another (i.e. up close, back to back, a yard away), and notice how the sensations in their bodies change when they are closer to and farther from another person.
14	Give each child a blanket or towel and direct them to roll themselves up "like a burrito," snugly. As they are in the roll, prompt them to close their eyes and breathe, noticing how they feel with the pressure around the body.
15	Obtain a piece of each for each child completing the activity. Ask each child to place their hand palm up, and place a piece of ice on it. Direct them to mindfully observe how the ice melts and how it feels in their hand.
16	Play different kinds of music to the child(ren). Without dancing, ask them to be mindful of how each kind of music makes them feel within their bodies. Does their heartrate change or do their toes want to start tapping?
17	Teach the child(ren) some simple yoga poses, and challenge them to create their own sequence of yoga movements, noting what thoughts and feelings led them to put those movements in a certain order.
18	Ask each child to lay down on the floor and simply "be" for five to ten minutes, with only the direction to stay awake. After the activity, discuss what it is like to do nothing for that period of time and how it affected their body.
19	Engage the child(ren) in a brainstorming activity, asking them to try to consider what their body feels like when they are asleep, and generate a list of ways to describe what sleeping feels like. How can they recall this when they are awake?
20	Take the child(ren) outside on a sunny day. While outside, prompt them to sit or lay down and engage in mindful breathing, noticing the way the sun feels at it touches their skin and warms them from the outside in.
21	Direct each child to attempt to do a handstand (with or without support). Prompt them to be aware of what it feels like to be upside down. Can they feel their blood moving differently? Has their breathing changed?
22	Give each child a comb or brush, and ask them to brush their hair. What does it feel like? Can they feel the bristles moving through their hair? If they reach a tangle, how does it feel?
23	First, ask the child(ren) to stand up as straight as they possibly can, noticing the way their spine feels as they lengthen it. Then, ask them to hunch their backs as much as they can, noticing the change in the feeling.
24	Take the children on a brief jog or run around the area. Ask them to job mindfully, noticing how their breathing changes and their heartrate fluctuates as they move. Then, stop jogging and notice how these return to normal.
25	Ask the child(ren) to talk in strange voices (like cartoon characters, with accents, etc.). As they do, ask them to consider what they must do with their mouths, tongues, throats, and stomachs in order to produce those various sounds.



### Mindful Moments: INTERACTION

1	Give each child a piece of chocolate or another food that melts. Tell them to place the food on their tongue, and just notice how it melts, and how it feels inside of their mouth. How is this experience different from simply eating it?
2	Give each child a "pile" of shaving cream, and prompt them to use their fingers to paint with it. As they are painting, notice how the shaving cream moves, how it conforms to the shapes they want it to be.
3	Fill a glass of water to the very top for each child participating. With their face just above the glass, direct them to speak in various tones and volumes, watching how their voice ripples on the waves of the glass of water.
4	Ask each child to use an ink pad to stamp their fingerprint onto a piece of paper. Using a copier, enlarge these fingerprints, and give the child(ren) an opportunity to trace their fingerprint like a maze.
5	Provide each child with nail polish, and provide time to paint their nails mindfully. As they paint, prompt them to attend to the details, to notice the challenge of keeping polish off their skin, and how it changes as it dries.
6	After giving each child a piece of gum, allow them a few moments to chew it and try to blow bubbles. As they do, prompt them to be mindful of how the gum changes as it grows and what happens when it pops.
7	Engage the child(ren) in a game of mindful jump rope. First, have them jump normally, and count how many times they can jump. Then, jump mindfully, aware of the motion of the rope and the child's body, and see how the number grows.
8	Try to have a conversation over the noise of a hair dryer. Discuss how difficult it is to clearly understand one another over the sound. Relate this idea to the difficulty of thinking clearly when there is a lot of "noise" in your head.
9	On a rainy day, make everything quiet in the room, and engage the child(ren) in mindful breathing as they listen to rain (or the sound of rain on a sound machine). Prompt them to notice the sound of each drop as it lands on the ground.
10	Play a game of telephone with the child(ren), but make it a "mindful" game. Encourage the children to listen to the "phone message" as mindfully as possible, increasing the likelihood that it is translated correctly.
11	Provide each child a cup of hot chocolate, or another beverage that must be consumed slowly. Prompt the child(ren) to drink the beverage mindfully, noticing the taste and the feeling of it as it moves through their mouth.
12	Give each child an egg. Prompt them to try to crack the egg with one hand. If you squeeze it tight it can't break. Is the egg hard or soft? How does this relate back to our thoughts? Are they always what they seem?

### Mindful Moments: INTERACTION

13	Obtain a ball and play a game of catch with the group. Direct the child(ren) to pass the ball around randomly, and each time the ball is tossed to them say the thought they are having at that very moment before throwing it to the next person.
14	Engage the child(ren) in a trust fall activity. In pairs, practice a trust fall. Prompt the children to be aware of how their body feels as they fall and are caught as well as the thoughts they have before, during, and after the activity.
15	Ask each child to turn around and/or close their eyes, then play a video for them. Then, ask them to try to draw the scene with as much detail as possible, simply using their observations from sound to guide them.
16	Give each child a book, and challenge them to walk with the book balanced on their heads. Prompt them to be mindful during the experience, noticing way their body moves to balance the book, as well as the thoughts they have while doing so.
17	Place various items in paper bags. Direct the child(ren) to closed their eyes, and mindfully feel the items within each bag, attempting to guess what each item is. Discuss how their body is able to transmit those messages from hands to brain.
18	Find an instructional video of Thai Chi for children. Play the video, encourage the child(ren) to participate in the video, engaging in slow, focused movements while practicing steady, deep breathing.
19	Give each child a spin top, and ask them to make it spin for as long as they can. Prompt them to watch the top mindfully, noticing each revolution it makes before it falls down, and how its rate changes over time.
20	Place a clear cup of water in front of the child(ren). Place a couple of drops of food coloring in the water, and prompt them to watch it as it disperses throughout the cup. How long does it take to diffuse?
21	Bring in one or more snow globes and share them with the child(ren). Allow them to shake the globe, and observe it mindfully as the snow or glitter settles, noticing how it moves through the liquid and lands on the bottom.
22	Direct the child(ren) to breathe at different rates (i.e. breathe fast, breathe slow, breathe to a rhythm, etc.). As they are doing so, take note of how their thoughts direct their breathing as well as how the rest of their body responds to the changes.
23	Give each child a cotton ball, and ask them to make the cotton ball move across a table in a perfectly straight line. Prompt them to notice the concentration and control that it requires in order to do so.
24	Give each child a partner, and a blank sheet of a paper. Ask one partner to draw or write something on the piece of paper with just the tip of their finger, and the other partner to try to guess what it is. Then, have the partners switch roles.
25	Ask the child(ren) to develop their own mindfulness activity, and provide a rationale for why it fosters mindfulness. Have them teach the activity to someone else and prompt them through engaging in mindfulness.



## Brief Guided Daily Meditations

### Morning Gratitude Meditation

"Good morning. Let us begin this day with a moment of gratitude. Begin by sitting in a comfortable position. Sit in a chair or on the floor with your legs crossed. Feel your body against the chair or the floor. Notice the air passing in through your nose and out through your mouth as gently and steadily breath. Take the next few moments to simply be aware of these breaths. [Wait 1 minute.] On your next in breath, think of something you are grateful for this day. You may be grateful for the sunrise this morning, an event upcoming today, the opportunity to be with a friend today, or anything else you appreciate today. On your next out breath, release all of your gratitude for this day out into the world. Let your joy and thankfulness out into the world. For the next several breaths breath in something you are grateful for and release your gratitude back into the world. [Wait 1 minute.] Return your attention to this moment, and feel ready to begin your day."

### Daily Focused Attention Meditation

"Find a comfortable position to sit in, with your feet flat on the floor, your spine straight, your shoulders relaxed, and your face looking straight ahead. Gently relax your eyes, so that they are closed or half-closed. Notice how your body feels in your chair, the temperature in the room, and noises quietly in the background. Now, bring your attention to your breath. Bring all of your attention to your breathing. Take gentle, steady, regular breaths. Take the next few moments just to breathe. [Wait 30 seconds.] Feel the air as it enters through your nose, and as it leaves your mouth. Notice how cold it is as you breathe in and how warm as you breathe out. Notice your thoughts as they come and go. If you find yourself becoming attached to a thought, simply notice it, and let it go. Each time a thought catches you, simply 'Notice and Let Go.' Take the next several moments to attend to your breathing, noticing and letting go of your thoughts. [Wait 3 minutes.] Bring your attention back to this moment, noticing the room around you again, slowly opening your eyes. Be ready to focus your attention throughout this day."

## Brief Guided Daily Meditations

### Relaxation Meditation

"After an activity, perhaps exercising, eating, or working, you may notice your body holding some tension, feeling tight or stiff, and your mind holding on to thoughts about what happened before or what is happening next. Take a moment now to notice any feelings of tension, tightness, or stiffness in your body. Where are those feelings? Now, sit or lay in a comfortable position, maintaining your awareness of how your body feels. Bring your attention to your feet, noticing any tension, squeezing those muscles, and then completing relaxing that part of your body. As you do so, take even, steady breaths. Move your attention to your legs, noticing any tension, squeezing those muscles, and then completing relaxing that part of your body. Continue to breathe. Now, bring attention to your stomach and back, noticing any tension, squeezing those muscles, and then completing relaxing that part of your body. Maintain your breaths. Move your attention to your arms, noticing any tension, squeezing those muscles, and then completing relaxing that part of your body. Do not forget to breathe. Finally, bring your awareness to your whole body, and take three deep breaths, releasing any remaining tightness or stiffness as you do. Lay for a moment, with your body completely relaxed. Now, you are ready to continue your day, relaxed and mindful of your body."

### End of Day Meditation

"Your day today is coming to an end. Let us take a few moments to be mindful of your thoughts, feelings, and sensations after a full day. As you sit in a comfortable condition, gently breathe in and out. Attend to your breath, keeping your body relaxed. Each time you notice a thought or feeling, imagine that it floats from your mind out into a star in front of you, getting higher and higher in the sky until you can no longer see that thought or feeling. Keep your breathing steady, as you slowly and carefully watch all of your thoughts and feelings move up into the starry sky. [Wait 3-5 minutes.] Notice the feeling of stillness within you, now that you have released all of your thoughts and feelings."