High School Topics English Language Arts 2 Curriculum

Course Description: English Language Arts 2 broadens and deepens student skills in communication arts. The course builds on the foundation from ELA 1, promoting study in the areas of reading, writing, speaking, listening, research, and critical thinking. Skills and concepts taught in this course will help students use language purposefully as they comprehend, construct, and convey meaning.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 2-4 weeks | Short Story               | Topic 1: Character Analysis  
Topic 2: Fiction vs. Informational Texts  
Topic 3: Literary and Plot Elements |
| 4 weeks   | Formal Writing Event Unit | Topic 1: Process Writing  
Topic 2: Word Choice  
Topic 3: Conventions and Presentation |
| 5 weeks   | Drama                     | Topic 1: Character Analysis  
Topic 2: Theme Development  
Topic 3: Historical Context |
| 5-6 weeks | Novel                     | Topic 1: Human Condition and Society  
Topic 2: Literary/Plot Elements and Author’s Intent  
Topic 3: Questions and Conflicts |
Unit 1: Short Story

Subject: English Language Arts
Grade: 10
Name of Unit: Short Story
Length of Unit: 2-4 weeks

- Overview of Unit: This unit asks students to review their knowledge of literary terms and elements through the reading and discussion of a few select short stories and/or poetry.

Priority Standards for unit:
- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting Standards for unit:
- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
• ISTE Standard 4 Critical thinking, problem solving, and decision making- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

• ISTE Standard 5 Digital Citizenship- Students understand historical, cultural, and societal issues related to technology and practice legal and ethical behavior.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>textual evidence</td>
<td>cite</td>
<td>Remember</td>
<td>Level 1</td>
</tr>
<tr>
<td>analysis</td>
<td>support</td>
<td>Understand</td>
<td>Level 2</td>
</tr>
<tr>
<td>inferences</td>
<td>draw</td>
<td>Evaluate</td>
<td>Level 4</td>
</tr>
<tr>
<td>theme</td>
<td>determine</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>central idea</td>
<td>analyze</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>specific details</td>
<td>shape and refine</td>
<td>Understand</td>
<td>Level 2</td>
</tr>
<tr>
<td>objective summary</td>
<td>provide</td>
<td>Understand</td>
<td>Level 3</td>
</tr>
<tr>
<td>complex characters</td>
<td>analyze</td>
<td>Understand</td>
<td>Level 3</td>
</tr>
<tr>
<td>plot or theme</td>
<td>develop, interact, advance</td>
<td>Analyze</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. Why do characters act as they do in certain situations?
2. How are fiction and informational texts different?
3. How do literary and plot elements combine to create an impact on a story or a reader?
4. How does the text support your opinions about the story?

**Enduring Understanding/Big Ideas:**

1. Short stories encourage a reader to examine the human condition and society.
2. Short stories contain literary elements, plot elements, authorial intent, and context to contribute to meaningful understanding.
3. By setting up questions and conflicts, short stories encourage the readers to predict, hypothesize and generalize about characters.

**Unit Vocabulary:** BAV for this unit: connotation, diction, context, characterization, literary analysis, author's intent, tone, mood, euphemism, analogy, and understatement. Additional vocabulary for this unit: literary analysis, mood, tone, plot elements, theme, setting, point of view, connotation, diction, character analysis, author's intent, euphemism, figurative language, analogy, inference.
<table>
<thead>
<tr>
<th><strong>Academic Cross-Curricular Words</strong></th>
<th><strong>Content/Domain Specific</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>cite</td>
<td>context</td>
</tr>
<tr>
<td>support</td>
<td>character analysis</td>
</tr>
<tr>
<td>draw</td>
<td>inference</td>
</tr>
<tr>
<td>determine</td>
<td>connotation</td>
</tr>
<tr>
<td>analyze</td>
<td>figurative language</td>
</tr>
<tr>
<td>shape and refine</td>
<td>author’s intent</td>
</tr>
<tr>
<td>provide</td>
<td>plot elements</td>
</tr>
<tr>
<td>analyze</td>
<td>theme, setting, POV</td>
</tr>
<tr>
<td>develop, interact, advance</td>
<td>literary analysis</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Radar Chart, Plus Delta, Force Field Analysis, Bar or Line Graph
Engaging Experience 1
Title: Determining a character’s actions to the text
Suggested Length of Time: 2-3 days
Standards Addressed

Priority: CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting:
- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- ISTE Standard 4 Critical thinking, problem solving, and decision making- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instruction:
- Students will analyze complex characters and their actions within a short story.
- Students will draw inferences based on major character’s actions

Topics Modification: Use film analysis as a possible medium to analyze

Bloom’s Levels: Understand, Evaluate

Webb’s DOK: Level 3, Level 4
Rubric: To be created
Topic 2: Fiction vs. Informational texts

Engaging Experience 1

Title: Compare the differences, requirements and/or choices, between two types of text.

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting:

- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- ISTE Standard 5 Digital Citizenship- Students understand historical, cultural, and societal issues related to technology and practice legal and ethical behavior.

Detailed Description/Instructions:

- Students will analyze the differences between a work of fiction and an informational text.
- Students will draw inferences, use support and analysis, and cite specific examples to differentiate between these two types of writing.

Bloom’s Levels: Understand, Evaluate

Webb’s DOK: Level 3, Level 4
Topic 3: Literary and Plot Elements

Engaging Experience 1
Title: Determine, analyze, and advance literary/plot elements
Suggested Length of Time: 3-4 days
Standards Addressed

Priority:
- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Supporting:
- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Detailed Description/Instructions:
- Support analysis of source material for literary/plot elements; i.e.: students will break down the short story and use those elements to make textual and/or real-life connections.

Bloom’s Levels: Understanding
Webb’s DOK: Level 2
Rubric: To be created
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

After reading 3-4 short stories from the unit and thoroughly discussing the elements within each, students should have a good grasp of the required pieces for a well written short story. Via a handwritten prompt, poem, newspaper article, internet-based option, students will be expected to brainstorm, pre-write, create a first draft, and eventually revise a creative short story for final submission. For example, students could be told to pull up YouTube and type in a specific word or phrase to see what types of visuals emerge. After watching a few examples, a story could be penned. Or possibly using an article from The Kansas City Star, a favorite poet/poem, etc. could lead to an engaging piece. Any of these mediums could help to inspire a writer to challenge him/herself within this process.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1     | Determining a character’s actions to the text                                             | ● Students will analyze complex characters and their actions within a short story.  
● Students will draw inferences based on major character’s actions                        | 2-3 days                 |
| 2     | Compare the differences, requirements and/or choices, between two types of text           | ● Students will analyze the differences between a work of fiction and an informational text.  
● Students will draw inferences, use support and analysis, and cite specific examples to differentiate between these two types writing. | 2-3 days                 |
| 3     | Determine, analyze, and advance literary/plot elements                                    | Support analysis of source material for literary/plot elements; i.e.: students will break down the short story and use those elements to make textual and/or real-life connections. | 3-4 days                 |
Unit 2: Formal Writing Event Unit

Subject: English Language Arts
Grade: 10
Name of Unit: Formal Writing Event Unit
Length of Unit: 4 weeks

Overview of Unit: Using evidence from literary and informational texts, students will support their own analysis, reflection, and examination of concepts.

Priority Standards for unit:

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Supporting Standards for unit:

- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Board Approved—June 4, 2015
• ISTE Standard 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
• ISTE Standard 5: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>clear and coherent writing</td>
<td>Produce</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>writing appropriate to task, purpose, and audience</td>
<td>produce</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>writing</td>
<td>Develop</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>writing</td>
<td>Strengthen</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>relevant information sources</td>
<td>Gather</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>information</td>
<td>Assess</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>words to link the major sections of the text</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>phrases to link the major sections of the text</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>clauses to link the major sections of the text</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>relationships between claims and reasons</td>
<td>Clarify</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>relationships between reasons and evidence</td>
<td>Clarify</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>relationships between claims and counterclaims</td>
<td>Clarify</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do consumers of information evaluate source material?
2. How do writers form effective pieces?

Enduring Understanding/Big Ideas:
1. The student will understand how to synthesize outside information to create an effective written event.
2. The student will understand the effective use of word choice, structure, organization, conventions and voice.

Board Approved—June 4, 2015
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce</td>
<td>Claim/Thesis</td>
</tr>
<tr>
<td>Develop</td>
<td>Evidence</td>
</tr>
<tr>
<td>Strengthen</td>
<td>Warrant</td>
</tr>
<tr>
<td>Gather</td>
<td>Source</td>
</tr>
<tr>
<td>Assess</td>
<td>Synthesis</td>
</tr>
<tr>
<td>Integrate</td>
<td>Citations</td>
</tr>
<tr>
<td></td>
<td>Conventions</td>
</tr>
<tr>
<td></td>
<td>Audience</td>
</tr>
<tr>
<td></td>
<td>Writing Type</td>
</tr>
<tr>
<td></td>
<td>Format</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

- Fishbone Template for organization
- Force field Analysis for ideas
- Lotus for pre-writing
Topic 1: Process Writing

Engaging Experience 1
Title: Develop essay through process writing, from prewriting through to final draft.
Suggested Length of Time: Three weeks

Standards Addressed

Priority:
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
- CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ISTE Standard 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions:

Students will:
- use prewriting to begin inquiry
- develop organization through writing
- integrate sources into claim writing
- assess writing during revisions and editing
- plan and produce writing using digital tools and resources
  - For example, students will produce a formal argumentative essay.

Bloom’s Levels: Create, apply, evaluate
Webb’s DOK: 3 and 4
Rubric: District ELA Writing Rubric

Board Approved—June 4, 2015
**Engaging Experience 1**

**Title:** Strengthen writer’s purpose through precise word choice  
**Suggested Length of Time:** Two days/on-going  

**Standards Addressed**

*Priority:*
- CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

*Supporting:*
- CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**Detailed Description/Instructions:**

Students will:
- integrate sophisticated, domain-specific language into writing  
- strengthen transitions between elements  
- assess diction to produce tone  
  - For example, students will create an elegy.

**Bloom’s Levels:** Analyze, apply, evaluate  
**Webb’s DOK:** 3 and 4  
**Rubric:** District ELA Writing Rubric
Topic 3: Conventions and Presentation

Engaging Experience 1
Title: Assess finished product prior to publication
Suggested Length of Time: Two days/on-going

Standards Addressed

Priority:
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
- CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ISTE Standard 5: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Detailed Description/Instructions:

Students will:
- strengthen writing through revision
- assess strengths and weaknesses through editing
- integrate feedback from one draft to the next
- determine ethics in writing (particularly plagiarism) related to technology.
  - For example, students will take part in formal peer editing, using a rubric.

Bloom’s Levels: Analyze, apply, evaluate
Webb’s DOK: 3 and 4
Rubric: District ELA Writing Rubric
**Engaging Scenario**

*Engaging Scenario* (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a portfolio on different types of writing central to a unit, such as poetry. In this portfolio students will house a research report on a poet, exhibiting research components; an analysis of the poet’s work, exhibiting literary analysis writing; personal poems, exhibiting the creation of original poetry. A reflection on the writing process of all three components will also be included for the writer to discuss his/her knowledge of the writing process, including a reflection on the creative process of writing original poems. The portfolio will also include drafts of essays, as well as revisions/edits of drafts. Students will share this portfolio with the teacher and other class members for peer evaluation.

**Topics Modification:** Consider substituting short stories in the place of poetry in the scenario above.

**Rubric for Engaging Scenario:** To be created
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1     | Develop essay through process writing, from prewriting through to final draft.           | - Students will utilize graphic organizers for pre-writing essays,  
- Students will create drafts of essays using organized material.  
- Students will apply knowledge of process to a completed draft. | Three weeks              |
| 3     | Assess finished product prior to publication                                              | - Students will apply mini-lessons on capitalization, sentence structure, and punctuation to drafts.  
- Students will assess their own writing for word choice, sentence fluency, text support, grammar and other conventions, and will assess the writing of other class members.  
- Students will apply the feedback to writing.  
- Students will share their work through electronic platforms, such as Google Folders. | Two days                  |

Board Approved—June 4, 2015
Unit 3: Drama

Subject: English Language Arts
Grade: 10
Name of Unit: Drama Unit
Length of Unit: 5 weeks
Overview of Unit: Students explore drama through reading and analyzing a dramatic piece. Lessons cover concepts of comedy and tragedy, conflict (man vs. man), the language and structure of drama vs. prose, as well as the continuum of humanity’s struggle.

Priority Standards for unit:

- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting Standards for unit:

- CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- ISTE Standard 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- ISTE Standard 5: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Board Approved—June 4, 2015
### Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb’s DOK
---|---|---|---
meaning of words and phrases | Determine | Analyze | 2
word choice | Analyze | Evaluate | 3
Tone | Analyze | Evaluate | 3
Text evidence | Cite | Evaluate | 3
Theme/Central Idea | Determine | Analyze | 3
Theme Development | Analyze | Evaluate | 3
Summary | Provide | Evaluate | 3
Character Interaction | Analyze | Evaluate | 3

**Essential Questions:**

1. Why do characters act as they do in certain situations?
2. How do the literary elements, plot elements, point of view, author’s intent, and historical/social context affect a reader’s interpretation?
3. How does the text support your opinions about the play?
4. How does dramatic text differ from other genres?
5. How do literary and plot elements combine to create an impact on a story, an audience or a reader?

### Enduring Understanding/Big Ideas:

1. Plays encourage a reader to examine the human condition and society.
2. Plays contain literary elements, plot elements, point of view, author’s intent, and historical/social context to contribute to meaningful understanding.
3. By setting up questions and conflicts, plays encourage readers to predict, hypothesize and generalize about characters.
4. Plays have social and cultural influence on our society by their form and structure, which holds up a mirror to humanity for the audience to view.
5. The process of observing, describing, analyzing and interpreting plays leads to informed judgment and critical thinking by the reader and the audience.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine</td>
<td>Plot Structure</td>
</tr>
<tr>
<td>Analyze</td>
<td>Character</td>
</tr>
<tr>
<td>Cite</td>
<td>Soliloquy</td>
</tr>
<tr>
<td>Provide</td>
<td>Monologue</td>
</tr>
<tr>
<td></td>
<td>diction</td>
</tr>
<tr>
<td></td>
<td>context</td>
</tr>
<tr>
<td></td>
<td>characterization</td>
</tr>
<tr>
<td></td>
<td>foil,</td>
</tr>
<tr>
<td></td>
<td>setting</td>
</tr>
<tr>
<td></td>
<td>dialogue</td>
</tr>
<tr>
<td></td>
<td>tragedy</td>
</tr>
<tr>
<td></td>
<td>comedy</td>
</tr>
<tr>
<td></td>
<td>acts</td>
</tr>
<tr>
<td></td>
<td>scenes</td>
</tr>
<tr>
<td></td>
<td>asides</td>
</tr>
<tr>
<td></td>
<td>blank verse</td>
</tr>
</tbody>
</table>

### Resources for Vocabulary Development:
- Plus-Delta for characterization
- Bar-Line Graph for plot structure

Board Approved—June 4, 2015
Engaging Experience 1
Title: Analyze character development throughout a text
Suggested Length of Time: 5 weeks (through the entire unit)
Standards Addressed
Priority:
- CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Supporting:
- CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ISTE Standard 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions:
Students will:
- use graphic organizers and charts to analyze characters.
- compare and contrast characters within a piece
- produce writing that demonstrates understanding of character analysis
- analyze characters using digital tools
  - For example, draw on the “To be, or not to be” soliloquy from Hamlet

Bloom’s Levels: Evaluate
Webb’s DOK: 3
Rubric: To be determined
Engaging Experience 1

Title: Provide text support for the development of theme

Suggested Length of Time: Two days

Standards Addressed

Priority:

- CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Supporting:

- CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ISTE Standard 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions:

Students will:

- cite text evidence to support theme
- determine how theme provides structure to text
- manage projects using digital resources
  - For example, draw on the play Othello for the theme of jealousy.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Rubric: To be determined
Engaging Experience 1

Title: Determine how historical context influence text language and purpose

Suggested Length of Time: 5 weeks (throughout the entire unit)

Standards Addressed

Priority:

- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

- CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- ISTE Standard 5: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Detailed Description/Instructions:

Students will:

- cite text evidence to support theme
- determine how theme provides structure to text
- understand cultural and historic context by examining ethical technological behavior.
  - For example, draw on Antony and Cleopatra for historical context.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Rubric: To be determined
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be placed in diverse reading groups and given a choice of dramatic texts. Within this group, the students will read their plays, analyze characters and plot structure, discuss thematic representation within the play along with text support, and decide how the historical context informs the play’s theme or deeper meaning. Students will then create a presentation to teach the rest of the class about their play.

**Topics Modification:** Complete this task as a group, focusing on one play. Act out a scene or scenes of the play as a culminating event.

**Rubric for Engaging Scenario:** To be created

Board Approved—June 4, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze character development throughout a text</td>
<td>● Students will analyze multiple characters within one text.</td>
<td>On-going throughout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students will discuss how characters develop throughout the text.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Provide text support for the development of theme</td>
<td>● Students will analyze text for passages that contribute to the theme.</td>
<td>Two days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students will develop a thesis or argument for how the author supports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>theme through text.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Determine how historical context influence text language and</td>
<td>● Students will apply knowledge of history or culture to text.</td>
<td>Two days</td>
</tr>
<tr>
<td></td>
<td>purpose</td>
<td>● Students will analyze how the text’s themes are informed by historical or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>cultural context.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Novel

Subject: English Language Arts
Grade: 10
Name of Unit: Novel
Length of Unit: 5-6 weeks
Overview of Unit: This unit teaches students to read and analyze a variety of novels from fiction and informational texts, responding through writing and discussion.

Priority Standards for unit:

- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting Standards for unit:

- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Board Approved—June 4, 2015
• CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

• ISTE Standard 4 Critical thinking, problem solving, and decision making—Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

• ISTE Standard 5 Digital Citizenship—Students understand historical, cultural, and societal issues related to technology and practice legal and ethical behavior.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>textual evidence</td>
<td>cite</td>
<td>Remember</td>
<td>Level 1</td>
</tr>
<tr>
<td>analysis</td>
<td>support</td>
<td>Understand</td>
<td>Level 2</td>
</tr>
<tr>
<td>inference</td>
<td>draw</td>
<td>Evaluate</td>
<td>Level 4</td>
</tr>
<tr>
<td>theme</td>
<td>determine</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>central ideas</td>
<td>analyze</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>specific details</td>
<td>shape and refine</td>
<td>Understand</td>
<td>Level 2</td>
</tr>
<tr>
<td>objective summary</td>
<td>provide</td>
<td>Understand</td>
<td>Level 3</td>
</tr>
<tr>
<td>complex characters</td>
<td>analyze</td>
<td>Understand</td>
<td>Level 3</td>
</tr>
<tr>
<td>plot and theme</td>
<td>develop, interact, advance</td>
<td>Analyze</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why should students analyze a text using literary and plot elements?
2. Why should the student connect a text to themselves and society?
3. Given a text, how can students identify author’s intent?

**Enduring Understanding/Big Ideas:**
1. Novels encourage a reader to examine the human condition and society.
2. Novels contain literary elements, plot elements, authorial intent, and context to contribute to meaningful understanding.
3. By setting up questions and conflicts, novels encourage the readers to predict, hypothesize and generalize about characters.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>cite</td>
<td>context</td>
</tr>
<tr>
<td>support</td>
<td>author’s intent</td>
</tr>
<tr>
<td>draw</td>
<td>mood</td>
</tr>
<tr>
<td>determine</td>
<td>characterization</td>
</tr>
<tr>
<td>analyze</td>
<td>figurative language</td>
</tr>
<tr>
<td>shape and refine</td>
<td>literary analysis</td>
</tr>
<tr>
<td>provide</td>
<td>allegory, parallelism, diction</td>
</tr>
<tr>
<td>develop, interact, advance</td>
<td>textual/organizational patterns</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Radar Chart, Plus Delta, Force Field Analysis, Bar or Line Graph
Engaging Experience 1

Title: Analyze central ideas to determine the human condition

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting: 9-10.4, 9-10.6, 9-10.10 ISTE Standard 5

- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- ISTE Standard 5 Digital Citizenship- Students understand historical, cultural, and societal issues related to technology and practice legal and ethical behavior.

Detailed Description/Instructions: Students will support analysis through a mentor text and conversations i.e.: Using Native Son to compliment Walter Dean Myers’s Monster
Students will draw evidence and make inferences from multiple sources i.e.: Connecting Of Mice and Men to The Green Mile, using research regarding mental institutions from the ‘30s and today.

Bloom’s Levels: Understanding, Evaluate
Webb’s DOK: Level 2, Level 4
Rubric: To be created

Board Approved—June 4, 2015
Engaging Experience 1

Title: Develop, interact, and advance plot and intent

Suggested Length of Time: 2-3 weeks

Standards Addressed

Priority:

- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting:

- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Detailed Description/Instructions:

- Students will support analysis of source material for literary/plot elements; i.e.: a breaking down of the novel and use of those elements to make real-life connections will occur.

- Students will shape and refine specific details for author’s intent; i.e.: use specific information/details from various chapters to narrow author’s intent. Teacher will use outside resources to help students determine (see) intent.

Bloom’s Levels: Understanding, Remember

Webb’s DOK: Level 2, Level 1

Rubric: To be created

Board Approved—June 4, 2015
Topic 3: Questions and Conflicts

Engaging Experience 1

Title: Cite textual evidence and Analyze complex characters

Suggested Length of Time: 2-3 weeks

Standards Addressed

Priority:
- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Supporting:
- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ISTE Standard 4 Critical thinking, problem solving, and decision making—Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions:
- Students will cite textual evidence to support intriguing questions asked at the beginning of the unit.
  i.e.: students will write answers to questions posed prior to and while reading novel.
- Students will analyze complex characters and the conflicts each faces throughout a text.

Bloom’s Levels: Remember, Understand

Webb’s DOK: Level 1, Level 3

Rubric: To be created
Engaging Scenario

Engaging Scenario: Students will be asked to read a novel inside (and outside) of class. While doing so, students will engage with the text by way of searching for new/interesting vocabulary. Also, students will be looking for quality writing examples and be asked to label why the example is one of quality. Along the way, readers can connect closely through questions to the author, to his/her peers, about the plot, etc. A final piece would be to determine a theme at the conclusion of each chapter. For example in Of Mice and Men students could fulfill specific roles and responsibilities. There would be four vocabulary words and definitions per chapter; four examples of good writing and why per chapter; four examples of questions posed by the reader per chapter; and the reader would come up with one theme per chapter. In total, there would be 78 “post-it” notes within the novel to highlight the level of close reading done throughout the process.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1     | Analyze central ideas to determine the human condition | Students will support analysis through a mentor text and conversations i.e.: Using *Native Son* to compliment Walter Dean Myers’s *Monster*  
Students will draw evidence and make inferences from multiple sources i.e.: Connecting *Of Mice and Men* to *The Green Mile*, using research regarding mental institutions from the ‘30s and today. | 1-2 weeks |
| 2     | Develop, interact, and advance plot and intent | ● Students will support analysis of source material for literary/plot elements; i.e.: a breaking down of the novel and use of those elements to make real-life connections will occur.  
● Students will shape and refine specific details for author’s intent; i.e.: use specific information/details from various chapters to narrow author’s intent. Teacher will use outside resources to help students determine (see) intent. | 2-3 weeks |
| 3     | Cite textual evidence and Analyze complex characters | ● Students will cite textual evidence to support intriguing questions asked at the beginning of the unit i.e.: students will write answers to questions posed prior to and while reading novel.  
● Students will analyze complex characters and the conflicts each faces throughout a text. | 2-3 weeks |
Unit of Study Terminology

**Unit of Study**: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards**: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards**: Additional standards that support the learning within the unit.

**Essential Questions**: Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings**: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary**: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario**: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic**: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience**: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Board Approved—June 4, 2015