High School Topics ELA 4 Curriculum

Course Description: English Language Arts 4, an integrated English course based on Missouri Learning Standards for English/Language Arts for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view and/or perspective across a wide variety of literary genres. Students use literary interpretation, analysis, comparisons, and evaluation of literature including a selection of novels, poetry, drama, and high-end nonfiction to read and respond to representative works of historical or cultural significance in classical and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, reflective compositions, and various technical documents. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. This course provides the skills necessary to become college-and career-ready and is intended for the student requiring additional support in English Language Arts.
## Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 4 weeks    | Reading Literature Short Stories: Introduction to Archetypes in Literature | Topic 1: Archetypal Themes, Settings, Characters, Point-of-View  
Topic 2: Nonfiction Pairings with Short Stories |
| 8-10 weeks | Reading Literature in Contemporary Society                           | Topic 1: Reading Coming of Age Novels  
Topic 2: Reading Pairings with Coming of Age Novels |
| 3-4 weeks  | Speaking and Listening in the Real World                             | Topic 1: Career Oriented Experience                                                  |
| 4-6 weeks  | Writing for the Real World                                         | Topic 1: Writing for the Real World                                                 |

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| 3 weeks    | Reading Literature Short Stories: Introduction to Archetypes in Literature | Topic 1: Archetypal Themes, Settings, Characters, Point-of-View  
Topic 2: Nonfiction Pairings with Short Stories |
| 6-7 weeks  | Reading Literature in Contemporary Society                           | Topic 1: Reading Coming of Age Novels  
Topic 2: Reading Pairings with Coming of Age Novels |
| 4-5 weeks  | Speaking and Listening in the Real World                             | Topic 1: Career Oriented Experience                                                  |
| 4-6 weeks  | Writing for the Real World                                         | Topic 1: Writing for the Real World                                                 |

*This document contains the entire High School English Language Arts 4 curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School English Language Arts 4 Topics class.*
Unit 1: Reading Literature Short Stories: Introduction to Archetypes in Literature

Subject: ELA 4
Grade: 12
Name of Unit: Reading Literature Short Stories: Introduction to Archetypes in Literature
Length of Unit: 4 weeks
Overview of Unit: The unit will introduce students to literary terminology that focuses on archetypes in literature. The primary lessons and mini-lessons will be focused on archetypal themes, characters, and settings of stories.

Priority Standards for unit:
- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting Standards for unit:
- 11-12.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, including where the text leaves matters uncertain.
- 11-12.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.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and
other cultures and understand how they negotiate their own identity in multiple spaces.
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- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

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<td>Evaluate</td>
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<td>determine</td>
<td>Understand</td>
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<td>Analyze</td>
<td>3</td>
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<tr>
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<td>relate</td>
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<td>Understand</td>
<td>1</td>
</tr>
<tr>
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<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the complexity of the theme</td>
<td>synthesize</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>how an author's work reflects his or her historical/cultural perspective.</td>
<td>articulate</td>
<td>Create</td>
<td>4</td>
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**Essential Questions:**
1. How do texts inform universal themes, universal characters, and universal characters, and an author’s point-of-view? Why are archetypes central to understanding motifs in literature?
Enduring Understanding/Big Ideas:

1. Archetypes are repeated patterns that recur in the literature of every age; therefore, it is central that students become aware of how they are used across literary genres and other art forms.

Unit Vocabulary:

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tr>
<td>Archetypal Themes</td>
<td>Nuances of Archetypes.</td>
</tr>
<tr>
<td>Archetypal Settings</td>
<td></td>
</tr>
<tr>
<td>Archetypal Characters</td>
<td></td>
</tr>
<tr>
<td>Point-of-View</td>
<td></td>
</tr>
<tr>
<td>Textual evidence</td>
<td></td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Oxford University Dictionary of Literary Terms
Engaging Experience 1

Title: The Secret Life of Walter Mitty or similar short story

Suggested Length of Time: 1 week

Standards Addressed

* **Priority:**
  - 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
  - 11-12.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 human nature and the world; provide an objective and concise summary of the text.
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  - 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
  - 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

* **Supporting:**
  - 11-12.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, including where the text leaves matters uncertain.
  - 11-12.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.
  - 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

**Detailed Description/Instructions:** Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine archetypal characters, settings, actions, events, and themes.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 4
Engaging Experience 2
Title: A&P or similar short story
Suggested Length of Time: 1 week
Standards Addressed

Priority:
- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
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- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

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Detailed Description: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Webb’s DOK: 4
Engaging Experience 3
Title: The Curious Case of Benjamin Button or similar short story
Suggested Length of Time: 2 weeks
Standards Addressed

Priority:
- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
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**Bloom’s Levels:** Analyze

**Webb’s DOK:** Levels 4
**Topic 2: Nonfiction Pairings with Short Stories**

**Engaging Experience 1**

**Title:** Non-fiction pairings from Bloom’s Literary Reference

**Mid-Continent Public Library**

**Suggested Length of Time:** 1 week

**Standards Addressed**

**Priority:**

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
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- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Supporting:**

- 11-12.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, including where the text leaves matters uncertain.
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**Detailed Description/Instructions:** Read supplemental texts that align with previous short stories.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** Levels 4
Engaging Scenario

Engaging Scenario:
- Select 1 of the short stories we read and write a creative writing piece that demonstrates:
  - Knowledge of archetypal theme
  - Knowledge of archetypal character
  - Knowledge of archetypal setting
  - Mimic the writer’s style, tone, and organizational structure in your writing

Topics Modification:
Select 1 of the short stories we read and write a creative writing piece that demonstrates:
  - Knowledge of archetypal theme
  - Knowledge of archetypal character

Knowledge of archetypal setting

Rubric for Engaging Scenario: Park Hill School District Writing Rubric Creative Writing
### 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>
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<tbody>
<tr>
<td>Archetypal Themes, Settings, Characters, Point-of-View</td>
<td>The Secret Life of Walter Mitty or similar short story</td>
<td>Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.</td>
<td>1 week</td>
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<td>Archetypal Themes, Settings, Characters, Point-of-View</td>
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<td>Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.</td>
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<td>Nonfiction Pairings with Short Stories</td>
<td>Non-fiction pairings from Bloom’s Literary Reference Mid-Continent Public Library</td>
<td>Read supplemental texts that align with previous short stories</td>
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</table>
Unit 2: Reading Literature in Contemporary Society

Subject: ELA 4
Grade: 12
Name of Unit: Reading Literature in Contemporary Society (Novels)
Length of Unit: 8-10 weeks
Overview of Unit: Based on the archetypal theme of “coming of age,” students will read two drastically different coming of age novels. Among the motifs associated with “coming of age” students will examine:

- The test/trial
- The journey
- Rites of initiation
- Birth/death & Rebirth
- The fall
- Annihilation/ total oblivion & post-apocalyptic

Priority Standards for unit:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: 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.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
Supporting Standards for unit:

- **11-12.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, including where the text leaves matters uncertain.
- **11-12.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.
- **11-12.RL.2.B:** Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- **11-12.RL.2.A:** 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:** 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:** Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.
- **11-12.RL.3.D:** Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- **11-12.RI.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, including where the text leaves matters uncertain.
- **11-12.RI.1.D:** 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.C:** Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- **11-12.RI.1.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.
- **11-12.RI.3.D:** Read and comprehend informational text independently and proficiently.
- **11-12.RI.2.D:** Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- **11-12.RI.2.A:** 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.RI.2.B:** 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.
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<tr>
<td>two or more central/main ideas in a text</td>
<td>explain</td>
<td>Understand</td>
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Essential Questions:

1. How is the archetypal theme of “coming of age” relevant to contemporary teenagers? Why are “coming of age” novels and short stories central to understanding one’s “individuality?”

Enduring Understanding/Big Ideas:

1. Archetypes are repeated patterns that recur in the literature of every age, so it is central that students become aware of how they are used across literary genres and other art forms. Specifically, the motif of “coming of age” is both contemporary and relevant to a graduating senior, and will help them to explore their individual identity and shape what ways they may contribute to the world post-graduation. Among the motifs associated with “coming of age” students will examine:
   - The test/trial
   - The journey
   - Rites of initiation
   - Birth/death & Rebirth
   - The fall
   - Annihilation/total oblivion & post-apocalyptic

Unit Vocabulary:

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<td>Theme</td>
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<td>Multiple Interpretations</td>
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Resources for Vocabulary Development: Oxford University Dictionary of Literary Terms
Topic 1: Reading Coming of Age Novels

Engaging Experience 1
Title: Coming of Age novel
Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
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- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: 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.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.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, including where the text leaves matters uncertain.
- 11-12.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.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.A: 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: 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: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

- 11-12.RI.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, including where the text leaves matters uncertain.
- 11-12.RI.1.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.
- 11-12.RI.1.D: 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.RL.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

- 11-12.RI.2.A: 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.RI.2.B: 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.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
● TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
● TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** Read a “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: *The Bell Jar, The Catcher in the Rye, Lord of the Flies, A Separate Peace, Huckleberry Finn, I Know Why the Caged Bird Sings, The House on Mango Street, Little Women, Absolutely True Diary of a Part Time Indian, American Born Chinese, The Secret Life of Bees, Great Expectations, The Road*. For a comprehensive list, see PHSD Approved Secondary Novels list.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 2**

**Title:** The Road or similar novel

**Suggested Length of Time:** 2 weeks

**Standards Addressed**

**Priority:**

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: 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.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
● 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

● 11-12.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, including where the text leaves matters uncertain.
● 11-12.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.
● 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
● 11-12.RL.2.A: 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: 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: Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.
● 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
● 11-12.RI.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, including where the text leaves matters uncertain.
● 11-12.RI.1.D: 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.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
● 11-12.RI.1.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.
● 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
● 11-12.RI.2.A: 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.RI.2.B: 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.
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● TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
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● TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
● TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Read a second “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: *The Bell Jar, The Catcher in the Rye, Lord of the Flies, A Separate Peace, Huckleberry Finn, I Know Why the Caged Bird Sings, The House on Mango Street, Little Women, Absolutely True Diary of a Part Time Indian, American Born Chinese, The Secret Life of Bees, Great Expectations, The Road*. For a comprehensive list, see PHSD Approved Secondary Novels list.

Bloom’s Levels: Create

Webb’s DOK: Level 1, 2, 3, 4
Topic 2: Reading Pairings with Coming of Age Novels

Engaging Experience 1
Title: Reading Pairings from Bloom’s Literary Reference Mid-Continent Library
Suggested Length of Time: 4 weeks

Standards Addressed

Priority:
- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.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 human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: 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.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:
- 11-12.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, including where the text leaves matters uncertain.
- 11-12.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.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.A: 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: 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: Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RI.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, including where the text leaves matters uncertain.
- 11-12.RI.1.D: 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.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.1.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.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RI.2.A: 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.RI.2.B: 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.
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● TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
● TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** Read nonfiction pieces that relate to the novels read previously.

**Bloom’s Levels:** Create

**Webb’s DOK:** Level 1, 2, 3, 4
Engaging Scenario

**Engaging Scenario:**
Write a 2-3 page paper that compares and contrasts the “coming of age” experiences of two different novels.

**Topics Modification:** Write a 1-2 page paper that compares and contrasts the “coming of age” experiences of the novel the student read and the paired text.

**Rubric for Engaging Scenario:** Park Hill School District Writing Rubrics
<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>Reading Coming of Age Novels</td>
<td>Coming of Age Novel</td>
<td>Read a “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: The Bell Jar, The Catcher in the Rye, Lord of the Flies, A Separate Peace, Huckleberry Finn, I Know Why the Caged Bird Sings, The House on Mango Street, Little Women, Absolutely True Diary of a Part Time Indian, American Born Chinese, The Secret Life of Bees, Great Expectations, The Road. For a comprehensive list, see PHSD Approved Secondary Novels list.</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Reading Coming of Age Novels</td>
<td>Second Coming of Age Novel</td>
<td>Read a second “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: The Bell Jar, The Catcher in the Rye, Lord of the Flies, A Separate Peace, Huckleberry Finn, I Know Why the Caged Bird Sings, The House on Mango Street, Little Women, Absolutely True Diary of a Part Time Indian, American Born Chinese, The Secret Life of Bees, Great Expectations, The Road. For a comprehensive list, see PHSD Approved Secondary Novels list.</td>
<td>2 Weeks</td>
</tr>
<tr>
<td>Reading Pairings with Coming of Age Novels</td>
<td>Reading Pairings from Bloom’s Literary Reference Mid-Continent Library</td>
<td>Read nonfiction pieces that relate to the novels read previously.</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
Unit 3: Speaking and Listening in the Real World

Subject: ELA  
Grade: 12  
Name of Unit: Speaking and Listening in the Real World  
Length of Unit: 3-4 Weeks  
Overview of Unit: The unit will focus on how logos, pathos, and ethos are used in real world scenarios.

Priority Standards for unit:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: 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.
- 11-12.SL.1.C: 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 understanding and make new connections in light of the evidence and reasoning presented.
- 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 fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B: 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.

Supporting Standards for unit:

- 11-12.SL.2.C: 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.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<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>with peers to promote civil, democratic discussions and decision-making.</td>
<td>work</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>clear goals and deadlines</td>
<td>set</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>individual roles as needed</td>
<td>establish</td>
<td>apply</td>
<td>1</td>
</tr>
<tr>
<td>a speaker’s argument and claims in order to propel conversations;</td>
<td>delineate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>speaker’s point of view, reasoning, stance, and evidence</td>
<td>evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>questions that probe reasoning and evidence</td>
<td>posing</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>a hearing for a full range of positions on a topic or issue;</td>
<td>ensure</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>ideas and conclusions;</td>
<td>clarify</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>divergent and creative perspectives.</td>
<td>promote</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>to diverse perspectives including those presented in diverse media presented.</td>
<td>respond</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>claims made on all sides of an issue, their own views and understanding</td>
<td>synthesize</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>new connections in light of the evidence and reasoning</td>
<td>qualify</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>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</td>
<td>speak</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>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.</td>
<td>make</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Why are “collaborative discussions” and working with a group of “diverse partners” essential 21st Century Skills?

**Enduring Understanding/Big Ideas:**
1. Students gain an understanding of the skill set required for employment in the modern day workforce, including the ability to communicate and work effectively/collaboratively with a diverse and varied population.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Discussions</td>
<td></td>
</tr>
<tr>
<td>Work with peers</td>
<td></td>
</tr>
<tr>
<td>Building on other’s ideas</td>
<td></td>
</tr>
<tr>
<td>Line of reasoning</td>
<td></td>
</tr>
<tr>
<td>Opposing perspectives</td>
<td></td>
</tr>
<tr>
<td>Civil behavior</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
- Charlie Rose Interviews
- TED Talks
- NPR Interviews
Topic 1: Career Oriented Experience

Engaging Experience 1
Title: Research Company
Suggested Length of Time: 1 Week
Standards Addressed

Priority:

- 11-12.SL.1.C: 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 understanding and make new connections in light of the evidence and reasoning presented.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research a company that they wish to interview with. They will learn the company’s core mission, values, and specific responsibilities of the job they are seeking.

Bloom’s Levels: Remember, Understand, Apply, Analyze, Evaluate, Create
Webb’s DOK: Levels 1-4
Rubric: Park Hill School District Writing Rubric

Engaging Experience 2
Title: Interview Day with local businesses
Suggested Length of Time: 1 Week
Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 11-12.SL.2.C: 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.

Detailed Description/Instructions: Having completed the requisite research on desired companies, students will apply their knowledge to a “mock” interview with local businesses,
professionals, and patrons of the Park Hill School District

**Bloom’s Levels:** Remember, Understand, Apply, Analyze, Evaluate, Create

**Webb’s DOK:** Levels 1-4

**Rubric:** Actual evaluative instrument that companies to in real interviews--students would receive written comments on areas of strengths and weaknesses.

**Engaging Experience 3**

**Title:** Interview Reflection Day

**Suggested Length of Time:** 1 week

**Standards Addressed**

**Priority:**

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: 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.
- 11-12.SL.1.C: 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 understanding and make new connections in light of the evidence and reasoning presented.
- 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 fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B: 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.

**Supporting:**

- 11-12.SL.2.C: 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.
**Detailed Description/Instructions:** Students will read, evaluate, and explore the interviewer’s commentary to identify areas and skills to develop. Through a model of self-reflection, students will gain a more comprehensive understanding of their strengths and weaknesses and become aware of these as they move to careers beyond high school.

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** Level 3 and 4

**Rubric:** Self-Reflection (teacher-created)
Engaging Scenario

**Engaging Scenario:**
Students participate in a culminating experience during “Interview Day” in which they get an authentic and real world experience including an actual interview with a local business or district professional. Students will then be able to reflect upon their experience and incorporate this event and its results in the personal reflection piece at the end of Unit 4.

**Rubric for Engaging Scenario:**
- Park Hill School District Research Writing Rubric
- Interviewer Rubric
- Self-Reflection (teacher-created)
<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>Career-Oriented Experience</td>
<td>Research Company</td>
<td>Students will research company that they wish to interview with</td>
<td>1 week</td>
</tr>
<tr>
<td>Career-Oriented Experience</td>
<td>Interview Day with Local Businesses</td>
<td>Students will interview with local businesses and professionals</td>
<td>1 Day</td>
</tr>
<tr>
<td>Career-Oriented Experience</td>
<td>Interview Reflection Day</td>
<td>Students will reflect on interviewer's commentary</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 4: Writing for the Real World

Subject: ELA 4
Grade: 12th
Name of Unit: Writing for the Real World
Length of Unit: 4-6 Weeks
Overview of Unit: Students will complete a research project exploring career opportunities and/or complete a business unit including cover letter, letter or application, resume, interview skills, etc.

Priority Standards for unit:
- 11-12.W.2.A: 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.
  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.
  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.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  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.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 11-12.W.1.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. 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.

<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>a writing process; self-select</td>
<td>follow</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience</td>
<td>produce</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>previously learned narrative, expository, and argumentative writing techniques.</td>
<td>blend</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>writing with consideration for the task, purpose, and audience</td>
<td>review</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>writing with consideration for the task, purpose, and audience</td>
<td>revise</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>writing with consideration for the task, purpose, and audience</td>
<td>edit</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:

1. What skills are needed in various career choices? Why are these skills necessary and how will you address them?

Enduring Understanding/Big Ideas:

1. College and Career Readiness requires a variety of skills. Students gain an understanding of the skills needed/expected for their college or career choice, and they can begin to create a plan for amending their own knowledge/skill set in an effort to prepare for the next step in their life journey.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to learn</td>
<td>Letter of Application</td>
</tr>
<tr>
<td>Basic academic skills in reading, writing, and</td>
<td>Resume</td>
</tr>
<tr>
<td>computation</td>
<td>Letter of Reference</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Good communication skills including</td>
<td>Curriculum Vita</td>
</tr>
<tr>
<td>listening and speaking</td>
<td></td>
</tr>
<tr>
<td>Creative thinking and problem solving</td>
<td></td>
</tr>
<tr>
<td>Self-esteem, motivation, and goal setting</td>
<td></td>
</tr>
<tr>
<td>Personal and career development skills</td>
<td></td>
</tr>
<tr>
<td>Interpersonal/negotiation skills and</td>
<td></td>
</tr>
<tr>
<td>teamwork</td>
<td></td>
</tr>
<tr>
<td>Organizational effectiveness and leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Use quality tools
**Topic 1: Writing for the Real World**

**Engaging Experience 1**

**Title:** College/Career Research Project or Comparable Activity

**Suggested Length of Time:** 2-3 Weeks

**Standards Addressed**

**Priority:**

  
  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.
  
  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.
  
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  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.

**Supporting:**

- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

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

**Detailed Description/Instructions:** Students will research a career or college field of study, including examining the qualities, skills, education, and background necessary for a successful college/career experience. Students will complete a research paper using proper MLA formatting and modern research techniques to analyze and evaluate college/career options that interest them and present their findings including a self-evaluation of necessary knowledge and skills.

**Topics Modification:** Students will research a career or college field of study, including examining the qualities, skills, education, and background necessary for a successful college/career experience.

**Bloom’s Levels:** Understand, Apply, Analyze, Evaluate, Create

**Webb’s DOK:** 1-4

**Rubric:** District Writing Rubric

**Engaging Experience 2**

**Title:** Writing for Business or Comparable Activity

**Suggested Length of Time:** 2-3 Weeks

**Standards Addressed**

**Priority:**

  
  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.

  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.

  c. **Conventions of Standard English and usage:** Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

  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.**
Supporting:

- ISTE Standard 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- 11-12.W.2.A: 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.1.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. 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.

Detailed Description/Instructions: Students will research jobs in their field of interest. Students will complete a professional work portfolio, including a letter of application (college or job), a curriculum vita or resume, letters of reference, and a personal mission statement and plan for implementation (actually applying for a job/admission to a college or university).

Bloom’s Levels: Understand, Apply, Analyze, Evaluate, Create

Webb’s DOK: 1-4

Rubric: District Writing Rubric
Engaging Scenario

Engaging Scenario: Students will complete a Professional Portfolio including a research unit which incorporates the exploration of various career choices or fields of study, letters of application, resume or curriculum vita. Students will also complete a self-reflection, including analyzing and evaluating their own skills and experiences over the course of Units 3 and 4 and addressing methods to better prepare themselves for success in their future endeavors.

Rubric for Engaging Scenario: Park Hill School District Writing Rubric
### 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>
<tbody>
<tr>
<td>Writing for the Real World</td>
<td>College/Career Research Project</td>
<td>Students research colleges or careers and complete a research/analysis unit of their chosen field/college</td>
<td>2-3 Weeks</td>
</tr>
<tr>
<td>Writing for the Real World</td>
<td>Writing for Business</td>
<td>Students complete a professional portfolio including letter of application, resume, interview, etc.--appropriate to their choice of career or college/university</td>
<td>2-3 Weeks</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**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.

**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.

**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.

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

**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.

**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.

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

**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.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.