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:

Timeframe	Unit	Instructional Topics
5 Weeks	Short Story	Topic 1: Character Analysis Topic 2: Craft and Structure Topic 3: Literary and Plot Elements
4 Weeks 4-5 Weeks	Formal Writing Event Unit	Topic 1: Introduction to Argument Topic 2: Research Topic 3: Writing a Research-Based Argument
5 weeks	Drama	Topic 1: Character Analysis Topic 2: Theme Development Topic 3: Historical Context
5-6 Weeks 4 – 5 Weeks	Novel	Topic 1: Human Condition and Society Topic 2: Literary/Plot Elements and Author's Intent Topic 3: Questions and Conflicts

*This document contains the entire High School English Language Arts 2 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 2 Topics class.

Curriculum Revision Tracking

Spring, 2017

Unit 1:

- Added to Engaging Scenario and made it a culminating activity for the unit
- Lengthened timeframe of unit from 2-4 weeks to 5 weeks
- Changed Topic 2 to maintain a focus on fiction texts for this unit

Unit 2:

- Students produce an argumentative research paper
- Students identify research questions and sources for their paper
- Students utilize peer revisions
- Students discuss the ethics within writing
- Added to Engaging Scenario and made it a culminating activity for the unit

Unit 3:

- Added to Engaging Scenario and made it a culminating activity for the unit

Unit 4:

- Added to Engaging Scenario and made it a culminating activity for the unit
- Revised Detailed Description/Instruction for each topic to better reflect the topic and standards

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Unit 1: Short Story

Subject: English Language Arts
Grade: 10
Name of Unit: Short Story
Length of Unit: 5 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:
- DESE.RL1.A.9-10 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.
- DESE.RL1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

Supporting Standards for unit:
- DESE.RL1.B.9-10 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.
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.
- DESE.RL3.B.9-10 Explain how and why an author alludes to or transforms source material within his or her text.
- DESE.RL3.D.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
conclusions	Draw	Apply	2
by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Infer, Analyze	Apply, Analyze	2, 3
two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text	Determine	Understand	3
how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader	Analyze	Analyze	3
the cumulative impact of specific word choices and syntax on meaning and tone	Analyze	Analyze	3
how complex characters develop over the course of a text to advance the plot and develop the theme	Analyze	Analyze	3

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.

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Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Analyze • Cite • Determine • Develop, Interact, Advance • Draw • Provide • Shape and Refine • Support	• Author's Intent • Character Analysis • Connotation • Context • Figurative Language • Inference • Literary Analysis • Plot Elements • Theme, Setting, Pov

Resources for Vocabulary Development:

Radar Chart, Plus Delta, Force Field Analysis, Bar or Line Graph

Topic 1: Character Analysis

Engaging Experience 1
Title: Determining a character's actions to the text
Suggested Length of Time: 4-5 days
Standards Addressed
  Priority:
  - DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
  Supporting:
  - DESE.RL3.D.9-10 Read and comprehend literature, including stories, dramas and poems, 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/Instructions:
  - Students will analyze complex characters and their actions within a short story.
  - Students will draw inferences based on major character's actions
Bloom's Levels: Understand, Evaluate
Webb's DOK: 3, 4

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Topic 2: Craft and Structure

Engaging Experience 1

Title: Determine how and why an author's choices affect the literature as a whole

Suggested Length of Time: 4-5 days

Standards Addressed

Priority:
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

Supporting:
- DESE.RL2.B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.
- DESE.RL3.B.9-10 Explain how and why an author alludes to or transforms source material within his or her text.

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 writing.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 3, 4

Topic 3: Literary and Plot Elements

Engaging Experience 1
Title: Determine, analyze, and advance literary/plot elements
Suggested Length of Time: 5-6 days
Standards Addressed
    Priority:
- DESE.RL1.A.9-10 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.
- DESE.RL1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

    Supporting:
- DESE.RL1.B.9-10 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.
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL3.D.9-10 Read and comprehend literature, including stories, dramas and poems, 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: 2

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Engaging Scenario

<u>Engaging Scenario</u> (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 will use their knowledge of the elements of a short story in order to pen their own creative short story. This will require students to apply and demonstrate their knowledge of theme, characters, plot, setting, conflict, and figurative language. This engaging scenario requires students to follow the writing process by brainstorming and prewriting (possibly using a blank plot diagram), creating a first draft, and revising their stories for final submission. During the revision stage, students will be required to provide analytical feedback for a peer's paper considering effectiveness of narrator, character development, plot, diction, and syntax. After making revisions and edits, students could have the option to publish their piece online, send in to a literary magazine or website, or possibly read to an elementary classroom.

See Course Shell within the Learning Management System for example assignment and rubric.

TOPICS MODIFICATION: Teachers may have students read fewer short stories as time permits or as appropriate with their students.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Character Analysis	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	4-5 days
Craft and Structure	Determine how and why an author's choices affect the literature as a whole	• 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.	4-5 days
Literary and Plot Elements	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.	5-6 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:
- DESE.RI2.D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- DESE.RI3.D.9-10 Read and comprehend informational text independently and proficiently.
- DESE.W1.A.9-10 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 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.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
    - A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
    - B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
    - 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 and connect ideas, claims and signal time shifts.
    - E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- DESE.RI2.B.9-10 Analyze how an author uses rhetoric to advance point of view or purpose.

Supporting Standards for unit:
- DESE.RI2.A.9-10 Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.
- DESE.RI1.D.9-10 Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- DESE.RI3.B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.SL1.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient	Evaluate	Evaluate	3
false statements and fallacious reasoning	Identify	Understand	2
informational text independently and proficiently	Read, Comprehend	Understand	3
research to answer a question	Conduct	Apply	3
relevant information from multiple authoritative print and digital sources, using advanced searches effectively	Gather	Apply	2
the usefulness of each source in answering the research question	Assess	Analyze	2

information into the text selectively to maintain the flow of ideas	Integrate	Apply	3
plagiarism and following a standard format for citation	Avoiding	Apply	1
writing with consideration for the task, purpose, and audience	Review, Revise, Edit	Understand, Apply	2, 3
how an author uses rhetoric to advance point of view or purpose.	Analyze	Analyze	3

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.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
- Assess - Develop - Gather - Integrate - Produce - Strengthen	- Audience - Citations - Claim/Thesis - Conventions - Evidence - Format - Source - Synthesis - Writing Type

Resources for Vocabulary Development:
- Fishbone Template for organization
- Force field Analysis for ideas, Lotus for pre-writing.

Topic 1: Introduction to Argument

Engaging Experience 1
Title: Elements of Argument: Claim, Evidence, Counterclaim, Rebuttal, Rhetorical Appeals: Ethos, Pathos, Logos
Suggested Length of Time: 3 Weeks
Standards Addressed

Priority:

- DESE.RI2.B.9-10 Analyze how an author uses rhetoric to advance point of view or purpose.
- DESE.RI2.D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Supporting:

- DESE.RI2.A.9-10 Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions:

Students will:

- Learn the elements that make up an argument
- Study examples of effective and ineffective arguments and recognize use of rhetorical appeals in the argumentative genre
- Write an argument using a simple prompt (i.e., one that does not require research or extensive background knowledge)
  - present arguments to groups and receive feedback over the effectiveness of the arguments
- Students could participate in a philosophical discussion over a chosen topic. To prepare for discussion, students will prepare:
  - Claims
  - Supportive reasoning (evidence)
  - Rebuttals for counterclaims

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

Topic 2: Research

Engaging Experience 1

Title: Use library databases to establish a research question and find relevant sources to support it, determine source credibility, and cite sources using MLA format

Suggested Length of Time: 2 Days/Ongoing

Standards Addressed

Priority:
- DESE.RI2.D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- DESE.RI3.D.9-10 Read and comprehend informational text independently and proficiently.
- DESE.W1.A.9-10 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 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.

Supporting:
- DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.
- DESE.RI1.D.9-10 Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- DESE.RI3.B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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 learn how to conduct research using library databases, including the following skills:

- Using keywords and search terms thoughtfully to find necessary information
- Establishing a focused research question
- Determining if a source is useful for a specific argument
- Determining a source's credibility
- Citing sources correctly in MLA format

Bloom's Levels: Analyze, apply, evaluate

Webb's DOK: 3, 4

Rubric: District ELA Writing Rubric

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Topic 3: Writing a Research Based Argument

Engaging Experience 1

Title: Devote time to the writing process through drafting, revising, and editing by effective argument development, use of research to support the argument, and proper use of grammar, conventions, and syntax

Suggested Length of Time: 2 Days/Ongoing

Standards Addressed

Priority:

- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
  - B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
  - 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 and connect ideas, claims and signal time shifts.
  - E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Supporting:

- DESE.RI2.B.9-10 Analyze how an author uses rhetoric to advance point of view or purpose.
- DESE.SL1.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

Detailed Description/Instructions: Students will:

- Create an outline of their argument that includes all elements of argument from Topic 1.
- Have adequate time to draft in class with teacher conferences
- Strengthen writing through peer and reflective revision
- Correct errors in grammar, conventions, and syntax through editing
- Determine ethics in writing (particularly plagiarism) related to technology.

Bloom's Levels: Analyze, apply, evaluate **Webb's DOK:** 3, 4

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 conduct sustained research over a chosen social or political issue to write a well-organized research-based argumentative essay that includes the following:
- A clear, precise claim that answers a research question
- Demonstration of the elements of argument including a clear claim, evidence to support the claim from outside sources and from the student's logic and reasoning, and counterclaims with corresponding rebuttals
- Use of the rhetorical appeals of ethos, pathos, and logos
- Domain-specific language and a thorough grasp of topic
- Correct use of MLA format, especially in terms of citing sources correctly within the paper and in the works cited page

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Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Argument	Elements of Argument: Claim, Evidence, Counterclaim, Rebuttal, Rhetorical Appeals: Ethos, Pathos, Logos	● Learn the elements that make up an argument ● Study examples of effective and ineffective arguments and recognize use of rhetorical appeals in the argumentative genre ● Write an argument using a simple prompt (i.e., one that does not require research or extensive background knowledge) ○ present arguments to groups and receive feedback over the effectiveness of the arguments ● Students could participate in a philosophical discussion over a chosen topic. To prepare for discussion, students will prepare: ○ Claims ○ Supportive reasoning (evidence) ○ Rebuttals for counterclaims	3 Weeks
Research	Use library databases to establish a research question and find relevant sources to support it, determine source credibility, and cite sources using MLA format	Students will learn how to conduct research using library databases, including the following skills: ● Using keywords and search terms thoughtfully to find necessary information ● Establishing a focused research question ● Determining if a source is useful for a specific argument ● Determining a source's credibility	2 Days/ Ongoing

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		● Citing sources correctly in MLA format	
Writing a Research Based Argument	Devote time to the writing process through drafting, revising, and editing	● Create an outline of their argument that includes all elements of argument from Topic 1. ● Have adequate time to draft in class with teacher conferences ● Strengthen writing through peer and reflective revision ● Correct errors in grammar, conventions, and syntax through editing ● Determine ethics in writing (particularly plagiarism) related to technology.	2 Days/ Ongoing

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.

It is suggested a teacher works through this unit with an anchor text (i.e. Hamlet). The teacher can split the class into small groups for the following experiences and should utilize Socratic seminars etc.

Priority Standards for unit:
- DESE.RL1.B.9-10 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.
- DESE.RL3.D.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Supporting Standards for unit:
- DESE.RL3.A.9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.
- DESE.RL3.C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

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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:

Academic Cross-Curricular Words	**Content/Domain Specific**
- Analyze - Cite - Determine - Provide	- Acts - Asides - Blank Verse - Character - Characterization - Comedy - Context - Dialogue - Diction - Foil

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	• Monologue • Plot Structure • Scenes • Setting • Soliloquy • Tragedy

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

Topic 1: Character Analysis

Engaging Experience 1

Title: Analyze character development throughout a text

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

Standards Addressed

Priority:

- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

Supporting:

- DESE.RL2.B.9-10 Analyze how point of view is reflected in the characters, setting, and plot.

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 <u>Hamlet</u>.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Theme Development

Engaging Experience 1
Title: Provide text support for the development of theme
Suggested Length of Time: Two days
Standards Addressed
    Priority:
- DESE.RL1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

    Supporting:
- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

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

Topic 3: Historical Context

Engaging Experience 1

Title: Determine influences of historical context on a text

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

Standards Addressed

> *Priority*:
> - DESE.RL3.C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
>
> *Supporting*:
> - DESE.RL1.A.9-10 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.
> - TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions:

> Students will determine how the historical context of a text influences:
> - Text language
> - Characterization
> - Plot
> - Theme

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Scenario

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

Part 1:
Students will work in reading groups to read and become experts on one particular act of a drama (i.e. *Hamlet*). Using their reading notes and their prior group discussions, each group will create a multimedia presentation that includes at least:
- Timeline of events
- Characterization (direct and indirect)
- Motifs, themes, and other literary elements supported with text evidence
- Extension: modernizing the act, what makes the themes and characters in this act relevant today, answers to provided discussion questions.

Groups will present in the correct sequence of the drama and incorporate all soft skills of presentation skills (not reading from the screen, eye contact, etc.). Audience members participate by taking notes using a graphic organizer that identifies the components within this unit (i.e. theme, character development, timeline, etc.) and asking questions of the presenters at the conclusion of the presentation.

Part 2:
After act presentations, students will then work individually on a final project that gives student's choice in how they demonstrate their understanding of the drama as a whole. Project options allow for creativity and most focus on one particular element of the drama, such as character development, themes, or historical context. Although different, all options require students to demonstrate their understanding of the play as a whole and to use textual evidence to support analysis of what the text says explicitly and what can be inferred from the text. Students are encouraged to be creative and may propose a new idea outside the suggested list. Examples may include:
- Creating a soundtrack for the play with analysis of song choices and connections to the novel using textual evidence
- Recreating the play in a graphic novel or comic book story
- Researching a social or historical issue in the play and writing a literary analysis using this research
- Writing a piece of fiction from the point of view of a particular character 10 years before the play or in the future

See Course Shell within the Learning Management System for example assignment.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Character Analysis	Analyze character development throughout a text	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 <u>Hamlet</u>.	On-going throughout
Theme Development	Provide text support for the development of theme	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 <u>Othello</u> for the theme of jealousy.	Two days
Historical Context	Determine how historical context influence text language and purpose	Students will determine how the historical context of a text influences: ● Text language ● Characterization ● Plot ● Theme	Ongoing throughout the unit

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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 by responding through writing and discussion and by enhancing understanding through informational text.

Priority Standards for unit:
- DESE.RL1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- DESE.RL3.D.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.B.9-10 Analyze how point of view is reflected in the characters, setting, and plot.
- DESE.RL1.A.9-10 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.

Supporting Standards for unit:
- DESE.RL3.C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- DESE.RL2.C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
textual evidence	Cite	Remember	Level 1
analysis	Support	Understand	Level 2
inference	Draw	Evaluate	Level 4
theme	Determine	Evaluate	Level 3

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central ideas	Analyze	Evaluate	Level 3
specific details	Shape And Refine	Understand	Level 2
objective summary	Provide	Understand	Level 3
complex characters	Analyze	Understand	Level 3
plot and theme	Develop, Interact, Advance	Analyze	Level 3

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:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Cite • Determine • Develop, Interact, Advance • Draw • Provide • Shape And Refine • Support	• Context • Author's Intent • Mood • Characterization • Figurative Language • Literary Analysis • Allegory, Parallelism, Diction • Textual/Organizational Patterns

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

Topic 1: Human Condition & Society

Engaging Experience 1

Title: Analyze central ideas to determine the human condition

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- DESE.RL1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- DESE.RL3.D.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Supporting:

- DESE.RL3.C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

Detailed Description/Instructions:

Students will support analysis through an anchor text as a class and complementary texts through literature circles.

TOPICS MODIFICATION: The teacher should consider analyzing an anchor text as whole group.

Bloom's Levels: Understanding, Evaluate

Webb's DOK: 2, 4

Topic 2: Literary/Plot Elements and Author's Intent

Engaging Experience 1

Title: Develop, interact, and advance plot and intent

Suggested Length of Time: 2-3 weeks

Standards Addressed

Priority:

- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.B.9-10 Analyze how point of view is reflected in the characters, setting, and plot.

Supporting:

- DESE.RL2.C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.
- 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: 1, 2

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:
- DESE.RL1.A.9-10 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.
- DESE.RL2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

Supporting:
- DESE.RL2.B.9-10 Analyze how point of view is reflected in the characters, setting, and plot.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions:
- Students will cite textual evidence to support higher-level questions asked at the beginning of the unit.
- Students will analyze complex characters, note the development of these characters, and determine the conflicts each character faces throughout a text.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 3

Engaging Scenario

Engaging Scenario:

Part 1: Using an anchor text and literature circle texts (including one novel and supporting nonfiction texts), students will write a literary analysis essay that cites strong textual evidence to determine a theme and analyze the development of that theme through characters and plot. The teacher will have modeled through class discussions and examples a thorough literary analysis of the anchor text. Students will then extend this concept with their own literary analysis covering their literature circle text.

TOPICS MODIFICATIONS: The teacher should consider doing part 1 in whole group.

Part 2: Through a Socratic Seminar discussion or Philosophical Chairs discussion, all students will come together to draw comparisons relating to themes of anchor text and literature circle texts. Using strong textual evidence, students will lead the discussion with their own Level 2 or 3 questions drawing on the anchor text.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Human Condition & Society	Analyze central ideas to determine the human condition	Students will support analysis through an anchor text as a class and complementary texts through literature circles.	1-2 weeks
Literary/Plot Elements and Author's Intent	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
Questions and Conflicts	Cite textual evidence and Analyze complex characters	• Students will cite textual evidence to support intriguing questions asked at the beginning of the unit • Students will analyze complex characters and the conflicts each faces throughout a text.	2-3 weeks

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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.