



# English 2

## Course Numbers

- LA205/206
- LA205IB/206IB
- LA205F/206F
- LA2050/2060
- LA2050IB/2060IB
- LA931/932 (ELL)

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## Foreword

English II continues the development of the structures of communication with an emphasis on the language arts of speaking and listening. Through the communication of ideas in both writing and speaking, students will learn to use information responsibly, accurately, and ethically. Students will communicate through a variety of mediums, including technology, to recognize the role evaluation and response have on oral communication.

**The scope of this course should address the topic of COMMUNITY AND SOCIETY through many lenses. Consider the following guiding questions to guide the scope of your text choices and topics for discussion.**

- What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences?
- What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
- When is it appropriate to challenge the beliefs or values of society?
- To what extent do belief systems shape and/or reflect culture and society?
- How are belief systems represented and reproduced through history, literature, art, and music?
- How do beliefs, ethics, or values influence different people's behavior?
- What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
- What are the causes and consequences of prejudice and how does an individual's response to it reveal his/her morals, ethics, and values?

## How to use this document:

**This curriculum guide is *not*...**

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

**Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.**

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

| <b>Semester I</b>   | <b>Unit 1: Theme</b>                | <b>Unit 2: Character Analysis<br/><i>Things Fall Apart</i><br/><a href="#">G10 Things Fall Apart</a> (Word files)</b>   |  | <b>Extended Topics S1</b>   |  |
|---|-------------------------------------|---|--|---|--|
|   | <b>Topic 1: Analyzing Theme</b>     | <b>Topic 2: Analyzing Complex Characters</b>  | <b>Topic 3: Writing Text Analyses</b>        | <b>Topic 4: Collaborating in Discussions</b>  | <b>Topic 5: Constructing Writing</b>         |
| <u>Reporting frequency for Cycle I</u>                    | <b>6 weeks</b>                      | <b>12 weeks</b>   |  | Evidence can be collected throughout the semester and topic scores continually updated to reflect increase in complexity. |  |
| <i>Approximate beginning and end dates for the topics</i> | 8/24-10/14                          | <ul style="list-style-type: none"> <li>• Section 1 10/17-11/4</li> <li>• Section 2 11/9-12/2</li> <li>• Section 3 12/5-12/16</li> <li>• Section 4 12/19-1/13</li> </ul> |  |   |  |
| <i>Standards Aligned</i>                                  | RL.9-10.1<br>RL.9-10.2<br>RI.9-10.4 | RL.9-10.1<br>RL.9-10.3<br>RI.9-10.4   | W.9-10.1<br>W.9-10.4<br>W.9-10.5<br>W.9-10.9 | SL.9-10.  | W.9-10.4<br>W.9-10.5<br>L.9-10.1<br>L.9-10.2 |

### **When to begin Odell HSLP: *Things Fall Apart***

Odell provides lesson totals based on 45-minute class periods. There are 32 core lessons, and 9 optional lessons. Keep in mind there are also optional activities throughout core lessons which may impact pacing if included.

In order to absorb the current homework reading expectation into classroom time, the unit should begin no later than **November 1.**

Opportunities to reassess Unit 1 Topics exist throughout the new material. Mastery of Unit 1 topics should not inhibit moving into Unit 2.

# Standards-Referenced Grading Basics

## Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

## Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

## Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

| Evidence shows the student ...  | Topic Score |
|---|-------------|
| Demonstrates proficiency (AT) in all learning targets and success at Level 4          | 4.0         |
| Demonstrates proficiency (AT) in all learning targets with partial success at Level 4 | 3.5         |
| Demonstrates proficiency (AT) in <b>all</b> learning targets                          | 3.0         |
| Demonstrates proficiency (AT) in <b>at least half</b> of the learning targets         | 2.5         |
| Demonstrates some success criteria (PT) toward <b>all</b> learning targets            | 2.0         |
| Demonstrates some success criteria (PT) towards <b>some</b> of the learning targets   | 1.5         |
| Does not yet meet minimum criteria for the targets.                                   | 1.0         |
| Produces no evidence appropriate to the learning targets at any level                 | 0           |

### Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

# Anatomy of a Scale

## Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

## Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

## Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

## Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

**Success Criteria** (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

## Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

| Unit 1:  |   |  |
|--|---|--|
| Unit Narrative: In this unit, students   |   |  |
| Topic  | Exceeding Grade Level (ET)  | Achieving Grade Level (AT)   |
| When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus. |   | The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.<br><b>Guiding Question to complete this process:</b><br>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)? |
| Topic Title<br>(weeks)   | <b>Possible Task:</b><br><br>*<br><br>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | <b>LT1-</b><br><br>Learning that shows evidence of progressing towards the grade level learning target:<br><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>  |
|  |   | <b>LT2-</b><br><br>Learning that shows evidence of progressing towards the grade level learning target:<br><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>  |
|  |   | <b>LT3-</b><br><br>Learning that shows evidence of progressing towards the grade level learning target:<br><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>  |

| Item Bank:  |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| <b>Target:</b><br>Resources to teach:   | <b>Target:</b><br>Resources to teach: | <b>Target:</b><br>Resources to teach: |
| Standard Language   | Standard Language                     | Standard Language                     |
| <b>Guiding Questions, Ideas, and/or Concepts</b><br>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities. |                                       |                                       |
|   |                                       |                                       |

# Unit 1: Survey of Fiction

**Unit Narrative:** This unit is comprised of 2 topics, Analyzing Theme and Analyzing Complex Characters. While these 2 topics can stand alone, it is possible to assess all through the study of the same work. Opportunities in cycle 1 instruction should exist for students to study each element on its own as well as in combination. This unit is intended to provide students exemplars of fiction writing that they will then apply to an analysis of a full length work in Unit 2.

**Topic Overview:** This topic asks students to explore the many ways authors choose to develop theme over the course of a text. Theme exploration in 10<sup>th</sup> grade should continue past the idea of single-word theme topics and focus on full theme statements. Students should be able to draw conclusions about literary details and vocabulary that enhance the theme and why those elements matter. Students compare/contrast themes from multiple works to draw greater understanding on universal truths.

| Topic   | Achieving Grade Level (AT)  |
|---|---|
| When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.  | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</p> |
| <b>Topic 1:<br/>Analyzing<br/>Theme</b>   | <p><b>LTIA- Analyze the development of a theme over the course of a text</b></p>  |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how a theme emerges</li> <li><input type="checkbox"/> Explain how a theme is refined by specific details</li> <li><input type="checkbox"/> Analyze how a theme enhances the text as a whole</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>  |
|   | <p><b>LTIB- Analyze how two or more fictional texts address similar topics or themes</b></p>  |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a similar topic(s) or theme(s) in at least two separate fictional texts</li> <li><input type="checkbox"/> Draw conclusions about the topic(s) or theme(s) from two or more texts to build a deeper understanding of the topic(s)/theme(s)</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>   |
| <p><b>LTIC- Analyze the cumulative impact of word choice on the development of a theme in a text</b></p>  |   |
| <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific words or phrases that relate to the theme</li> <li><input type="checkbox"/> Analyze how the author’s choice of words impact how a theme is introduced, developed, or solidified in a text</li> </ul> |   |

## Item Bank:

| <b>IATarget:<br/>Resources to teach:</b>   | <b>IBTarget:<br/>Resources to teach:</b>   | <b>ICTarget:<br/>Resources to teach:</b>   |
|--|--|--|
| <p><b>Aligned Odell Assessment:</b><br/>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess theme through repeated student discussion and use of the Literary Elements and Narrative Techniques Note-Taking Tool and Text Dependent Questions. (e.g. S3L2ASI-3)</p> | <p><b>Aligned Odell Assessment:</b><br/>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess theme through repeated student discussion and use of the Literary Elements and Narrative Techniques Note-Taking Tool and Text Dependent Questions. (e.g. S3L2ASI-3)</p> | <p><b>Aligned Odell Assessment:</b><br/>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess theme through repeated student discussion and use of the Literary Elements and Narrative Techniques Note-Taking Tool and Text Dependent Questions. (e.g. S3L2ASI-3)</p> |
| <p style="text-align: center;"><b>Standard Language<br/>CCSS ELA RL.9-10.2</b></p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>         |  | <p style="text-align: center;"><b>Standard Language<br/>CCSS ELA RL.9-10.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; Analyze the cumulative impact of specific word choices on meaning and tone.</p>  |
| <p><b>Guiding Questions, Ideas, and/or Concepts</b></p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>  |  |  |
|  |  |  |
|  |  |  |

## Unit 2: Text Analysis – Things Fall Apart, Odell HSLP

**Unit Narrative:** In the novel *Things Fall Apart*, Pulitzer Prize-winner Chinua Achebe crafts the story of his central character, Okonkwo, an Igbo tribesman that lives during the European colonization of Africa. Through analyzing Achebe’s text, we will explore the following question: What does it mean for things to fall apart? We will examine the internal and external factors that influence and define who we become and how we make choices in our lives through the lens of the characters in Achebe’s novel. Our work will culminate with a literary analysis essay that analyzes these forces in Okonkwo’s life.

**Topic Overview:** This topic asks students to explore the many ways authors develop characters and how those characters propel the plot of a narrative. In previous years, students have explored key moments or story elements and singular lines of dialogue or plot events that influenced a character trait. In 10th grade, the focus shifts to characters with conflicting motivations and how those conflicts advance the plot or contribute to the theme.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>   |
| <p><b>Topic 2:<br/>Analyzing<br/>Complex<br/>Character</b></p>  | <p><b>LT2A- Analyze how conflicting motivations influence how a character develops over the course of a text</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a character with multiple or conflicting motivations</li> <li><input type="checkbox"/> Explain a character’s motivations and how they impact their actions</li> <li><input type="checkbox"/> Analyze how the character’s conflict contributes to the text as a whole</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>  |
|   | <p><b>LT2B- Analyze how complex characters interact with other characters in a narrative</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify relationships between characters</li> <li><input type="checkbox"/> Explain how one character’s actions or changes impact other key characters.</li> <li><input type="checkbox"/> Analyze how</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>  |
|   | <p><b>LT2C- Analyze the cumulative impact of word choice on the development of characters in a narrative</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific vocabulary an author uses to describe a character</li> <li><input type="checkbox"/> Identify specific diction, dialect, or patterns of speech a character uses</li> <li><input type="checkbox"/> Analyze how description or character speech patterns impact their development over the course of a text</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul> |

## Item Bank:

**2ATarget:  
Resources to teach:**

**2BTarget:  
Resources to teach:**

**2CTarget:  
Resources to teach:**

**Aligned Odell Assessment**

- *Things Fall Apart* Culminating Task
- *Things Fall Apart* Section 1 diagnostic
- *Things Fall Apart* Section 3 diagnostic

**Aligned Odell Assessment**

- *Things Fall Apart* Culminating Task
- *Things Fall Apart* Section 1 diagnostic
- *Things Fall Apart* Section 3 diagnostic

**Aligned Odell Assessment**

- *Things Fall Apart* Culminating Task
- *Things Fall Apart* Section 3 diagnostic

**Standard Language  
CCSS ELA RL.9-10.3**

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

**Standard Language  
CCSS ELA RL.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; Analyze the cumulative impact of specific word choices on meaning and tone.

**Guiding Questions, Ideas, and/or Concepts**

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

**Topic Overview:** This topic asks students to construct formal analysis writing in response to complex grade-level text. The focus of 10<sup>th</sup> grade shifts to analysis of character development. Students should be provided opportunity through the use of the Odell HSLP unit *Things Fall Apart* to analyze a complex range of texts that will support analysis of Okonkwo’s motivation and factors that influence his relationships.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>   |
| <p><b>Topic 3:<br/>Writing Text<br/>Analyses</b></p>  | <p><b>LT3A- Construct a formal 3+ page literary analysis that explores the development of aspects of a character’s development including their motivation and relationships.</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce a precise claim that explores theme or character development</li> <li><input type="checkbox"/> Draw evidence from the text to support analysis and reflection</li> <li><input type="checkbox"/> Develop claims fully but supplying evidence for each point</li> <li><input type="checkbox"/> Address alternative perspectives or limitations of the claim</li> <li><input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, evidence, and explanations</li> </ul> |

## Item Bank:

**3ATarget:**  
**Resources to teach:**

### Aligned Odell Assessment

- *Things Fall Apart* Section 3 diagnostic
- *Things Fall Apart* Culminating Task

**Standard Language: CCSS ELA W.9-10.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard Language: CCSS ELA W.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Guiding Questions, Ideas, and/or Concepts

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

# Extended Topics SI

**Unit Narrative:** Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year.

**Topic Overview:** This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based discussion in a variety of formats. Students may need explicit instruction in academic discussion norms to support authentic conversations with peers. Propelling a conversation forward requires more than asking a pre-determined question. Support students in active listening strategies to enhance their ability to respond in thoughtful ways.

| Topic   | Achieving Grade Level (AT)  |
|---|---|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p> |
| <p><b>Topic 4:<br/>Collaborating in<br/>Discussions<br/>SI</b></p>  | <p><b>LT4A- Students work productively in various roles with other participants.</b></p>  |
|   | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus actively on independent and collaborative tasks.</li> <li><input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences.</li> <li><input type="checkbox"/> Evaluate personal contributions.</li> <li><input type="checkbox"/> Evaluate group dynamic.</li> </ul>  |
|   | <p><b>LT4B- Students can generate ideas, positions, products, and solutions to problems.</b></p>  |
|   | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide textual evidence to support ideas.</li> <li><input type="checkbox"/> Respond thoughtfully to perspectives of others.</li> <li><input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions</li> </ul>   |

## Item Bank:

**4ATarget:  
Resources to Teach**

**4BTarget:  
Resources to Teach**

**Aligned Odell Assessment**

- *Things Fall Apart* Section 2 diagnostic

Students participate in discussion **daily**. PLCs can determine which opportunities best serve students in small and large group settings.

**Aligned Odell Assessment**

- *Things Fall Apart* Section 2 diagnostic

Students participate in discussion **daily**. PLCs can determine which opportunities best serve students in small and large group settings.

**Standard Language  
CCSS ELA SL.9-10.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Guiding Questions, Ideas, and/or Concepts**

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

**Topic Overview:** Instruction around sound principles of English grammar, vocabulary, punctuation, capitalization, and spelling are foundational to the Language Arts classroom. In order to fully assess student’s understanding of these concepts, they must be applied to writing. This topic is intended to assess students work in the writing process as they work to improve their command of written English. While specific instruction may need to live at the success criteria level, assessment of student progress should focus wholistically on the student’s application of skills in writing.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p> |
| <p><b>Topic 5:<br/>Constructing<br/>Writing<br/>SI</b></p>  | <p><b>LT5A- Engage in the writing process to produce clear and coherent writing for multiple purposes.</b></p>   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience</li> <li><input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience.</li> <li><input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.</li> </ul>                |
|   | <p><b>LT5B- Demonstrate command of conventions of standard English</b></p>   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use punctuation to set off complex parenthetical elements</li> <li><input type="checkbox"/> Use apostrophes to form simple possessive nouns</li> </ul>  |
|   | <p><b>LT5C- Utilize textual evidence to support analysis</b></p>   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> integrate quotations and citations while maintaining flow of ideas (<b>flow quotes</b>)</li> <li><input type="checkbox"/> Use standard formatting for source acknowledgment according to MLA style guide</li> </ul>   |

## Item Bank:

|  |  |  |
|--|--|--|
| <p><b>5ATarget:</b><br/><b>Resources to teach:</b></p>   | <p><b>5BTARGET:</b><br/><b>Resources to teach:</b><br/>No Red Ink Premium<br/><a href="#">NRI &amp; DMPS Pacing Guide</a><br/><i>Writing With Power</i> textbook<br/><i>The Common Core Grammar Toolkit</i>, Sean Roday</p>  | <p><b>5CTarget:</b><br/><b>Resources to teach:</b><br/><i>The Bedford Handbook</i><br/><a href="#">Purdue Online Writing Lab</a></p>   |
| <p style="text-align: center;"><b>Aligned Odell Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i> Section 1 diagnostic</li> <li>• <i>Things Fall Apart</i> Section 3 diagnostic</li> <li>• <i>Things Fall Apart</i> Culminating Task</li> </ul> <p>*Section diagnostics can be used here if students develop a plan for writing and/or revise responses as instructed in the curriculum plans</p>   | <p style="text-align: center;"><b>Aligned Odell Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i> Section 1 diagnostic</li> <li>• <i>Things Fall Apart</i> Section 3 diagnostic</li> <li>• <i>Things Fall Apart</i> Culminating Task</li> </ul> <p>Opportunities for instruction occur throughout each section. Students engage with Mentor Sentences to practice specific skills and then emulate them in their own writing. Additional practice with mentor sentences can be added by each PLC. (see SIL4A2 for an example)</p> | <p style="text-align: center;"><b>Aligned Odell Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i> Section 1 diagnostic</li> <li>• <i>Things Fall Apart</i> Section 3 diagnostic</li> <li>• <i>Things Fall Apart</i> Culminating Task</li> </ul> <p>Opportunities for instruction occur throughout each section. Students engage with Mentor Sentences to practice specific skills and then emulate them in their own writing. Additional practice with mentor sentences can be added by each PLC. (see SIL4A2 for an example)</p> |
| <p style="text-align: center;"><b>Standard Language</b><br/><b>CCSS ELA W.9-10.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: center;"><b>CCSS ELA W.9-10.5</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p style="text-align: center;"><b>Standard Language</b><br/><b>CCSS ELA L.9-10.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.<br/>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing or presentations</p>   | <p style="text-align: center;"><b>Standard Language</b><br/><b>CCSS ELARL/RI.9-10.1</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>   |

### Guiding Questions, Ideas, and/or Concepts

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

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| <b>Semester<br/>2</b>   | <b>Unit 3: Study of Informational Text<br/>Unit 3 Resource Folder</b> |   | <b>Unit 4: Speech &amp; Argument<br/>Unit 4 Resource Folder</b> |   |  | <b>Extended Topics S2</b>   |   |
|---|---|---|---|---|--|---|---|
|   | <b>Topic 6: Analyzing<br/>Informational Texts</b>                     | <b>Topic 7: Writing<br/>Informative/Explanatory<br/>Texts</b> | <b>Topic 8:<br/>Evaluating<br/>Arguments &amp;<br/>Purpose</b>  | <b>Topic 9:<br/>Constructing<br/>Speeches</b> | <b>Topic 10:<br/>Delivering<br/>Formal<br/>Presentations</b> | <b>Topic 11:<br/>Collaborating<br/>in<br/>Discussions</b>   | <b>Topic 12:<br/>Constructing<br/>Writing</b> |
| <u>Reporting<br/>frequency of<br/>Cycle 1</u>                         | <b>3 weeks</b>  | <b>3-4 weeks</b>  | <b>4 weeks</b>  | <b>3 weeks</b>                                | <b>2 weeks</b>   | Evidence can be collected throughout the semester and topic scores continually updated to reflect increase in complexity. |   |
| <i>Approximate<br/>beginning and<br/>end dates for<br/>the topics</i> | 1/19-2/10   | 2/15-3/10   | 3/22-4/20   | 4/25-5/12                                     | 5/15-5/31  |   |   |
| <i>Standards<br/>Aligned</i>  | RI.9-10.2<br>RI.9-10.5<br>RI.9-10.9                                   | W.9-10.2<br>L.9-10.3  |   | W.9-10.7<br>W.9-10.8                          | W.9-10.3<br>W.9-10.8<br>L.9-10.3                             | SL.9-10.  | W.9-10.4<br>W.9-10.5<br>L.9-10.1<br>L.9-10.2  |

# Unit 3: Study of Informational Text

**Unit Narrative:** A unit designed to support informative writing by analyzing a variety of informational or explanatory exemplar texts. While the use of a piece of literary non-fiction could support student engagement in the topic, the focus should be placed on how informative writing is structured. This will then support students in constructing their own informative writing.

**Topic Overview:** In this topic, students explore the structure and function of informative texts. Students should be exposed to a variety of informative or explanatory texts to provide the basis for comparison/contrast.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>   | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>          |
| <p><b>Topic 6:<br/>Analyzing<br/>Informational<br/>Texts</b></p>  | <p><b>LT6A- Analyze the development of a central idea over the course of an informational text</b></p>   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine a central idea in an informational text</li> <li><input type="checkbox"/> Determine where a central idea is first introduced by the author</li> <li><input type="checkbox"/> Analyze how the central idea is shaped or developed by the details the author presents</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul> |
|   | <p><b>LT6B- Analyze how an author’s ideas or claims are developed and refined by particular sections of text</b></p>   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine sections of text that reveal information about the central idea (sentences, paragraphs, sections, or chapters)</li> <li><input type="checkbox"/> Analyze how certain sections of text support and clarify the central idea</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>  |
|   | <p><b>LT6C- Analyze how two or more informational texts address similar topics or concepts in order to build knowledge.</b></p>  |
| <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a similar topic covered in at least two separate texts</li> <li><input type="checkbox"/> Draw conclusions about similar topic(s) from two or more texts to build a deeper understanding</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>               |  |
| <p><b>LT6D- Analyze the cumulative impact of word choice on the clarity of a text</b></p>   |  |
| <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific vocabulary an author uses to define, describe, explain, or elaborate on a topic</li> <li><input type="checkbox"/> Analyze how specific word choice enhances or clarifies an author’s message</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul> |  |

## Item Bank:

| <p style="text-align: center;"><b>6ATarget:</b><br/>Resources to teach:</p>   | <p style="text-align: center;"><b>6BTARGET:</b><br/>Resources to teach:</p>   | <p style="text-align: center;"><b>6CTarget:</b><br/>Resources to teach</p>  | <p style="text-align: center;"><b>6DTarget:</b><br/>Resources to teach</p>  |
|---|---|---|---|
| <p style="text-align: center;"><b>Standard Language<br/>CCSS ELA RI.9-10.2</b></p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <p style="text-align: center;"><b>Standard Language<br/>CCSS ELA RI.9-10.5</b></p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> | <p style="text-align: center;"><b>Standard Language<br/>CCSS ELA RI.9-10.2</b></p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <p style="text-align: center;"><b>Standard Language:<br/>CCSS ELA RI.10.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> |
| <p><b>Guiding Questions, Ideas, and/or Concepts</b></p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>   |   |   |   |
|   |   |   |   |

**Topic Overview:** Students should complete several drafts of this paper if possible—each draft can count as a piece of evidence. Students should focus on the clear and accurate depiction of information—informative writing is differentiated from argumentative writing by providing concrete information instead of an arrangement and selection of evidence in support of a particular interpretation.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>   |
| <p><b>Topic 7: Writing Informative/ Explanatory Texts</b></p>   | <p><b>LT7A- Construct a 3+ page informative/explanatory essay (do we need more specific topic or focus guidance?)</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organize concepts and information to make important connections and distinctions</li> <li><input type="checkbox"/> Develop the topic with relevant and sufficient support from extended definitions, concrete details, quotations, and examples</li> <li><input type="checkbox"/> Use appropriate and varied transitions to create cohesion and clarify the relationship among concepts</li> <li><input type="checkbox"/> Use precise language appropriate to audience and topic</li> <li><input type="checkbox"/> Conform to style guidelines as appropriate for the discipline and writing type (MLA, APA, Chicago etc.)</li> </ul> |

## Item Bank:

**7ATarget:**

**Resources to teach:**

**Standard Language:**

**CCSS ELA W.9-10.2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS ELA L.9-10.3A**

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

### **Guiding Questions, Ideas, and/or Concepts**

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

# Unit 4: Speech & Argument

**Unit Narrative:** This unit extends the study of the texts and topics from Unit 3 but now provides a platform for establishing a claim. Students may take a topic or central idea from Unit 3 and explore how information is taken and manipulated for the sake of argument. Students explore the arguments of others and then construct a formal presentation that explores these various topics and perspectives. Speeches may include informative or argumentative texts as the basis of analysis.

**Topic Overview:** The study of argument in grade 10 should focus on the use of the three main rhetorical appeals of Ethos, Logos, and Pathos. As students analyze the author’s claim, evidence, and reasoning, it is critical to focus on the manipulation of language that would have an impact on the audience.

| Topic   | Achieving Grade Level (AT)  |
|---|---|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>  |
| <p><b>Topic 8:<br/>Evaluating<br/>Arguments &amp;<br/>Purpose</b></p>                                     | <p><b>LT8A- Analyze how an author or speaker uses rhetorical appeals (ethos, logos, pathos) to advance their position or purpose and address the intended audience</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the speaker’s position or purpose</li> <li><input type="checkbox"/> Identify the intended audience</li> <li><input type="checkbox"/> Analyze how the rhetorical appeals develop the position and/or purpose</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>  |
|   | <p><b>LT8B- Evaluate whether the claims and evidence in an argument are relevant and sufficient</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the main argument that the author is making</li> <li><input type="checkbox"/> Identify the claim(s) the author uses to support their argument</li> <li><input type="checkbox"/> Evaluate the relevance of the claims and evidence to the intended audience</li> <li><input type="checkbox"/> Evaluate if the author has enough evidence to convince the intended audience</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul> |
|   | <p><b>LT8C- Analyze the validity of reasoning used in an argument (focusing on false statements and fallacious reasoning)</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify examples of false or fallacious reasoning found in the argument</li> <li><input type="checkbox"/> Evaluate the validity of the claims and evidence</li> <li><input type="checkbox"/> Support analysis with evidence from the text</li> </ul>  |
|   |   |

## Item Bank:

| <b>8ATarget:<br/>Resources to teach:</b>  | <b>8BTarget:<br/>Resources to teach:</b>  | <b>8CTarget:<br/>Resources to teach</b>  |
|---|---|--|
| <p><b>Standard Language:<br/>CCSS ELA RI.9-10.6</b></p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>   | <p><b>Standard Language:<br/>CCSS ELA RI.9-10.8</b></p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p><b>Standard Language:<br/>CCSS ELA SL.9-10.3</b></p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> |
| <p><b>Guiding Questions, Ideas, and/or Concepts</b></p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p> |   |  |
|   |   |  |

**Topic Overview:** This topic engages students in the writing process of the speech. Students should draft speeches in the same way as a literary analysis essay and the final speech collected here SHOULD be the formal speech delivered for **Delivering Formal Presentations**.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p> |
| <p><b>Topic 9:<br/>Constructing<br/>Speeches</b></p>  | <p><b>LT9A- Construct a speech that presents information, findings, and supporting evidence</b></p>  |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine a style appropriate to the audience and task</li> <li><input type="checkbox"/> Determine information, findings, and evidence to present a line of reasoning</li> <li><input type="checkbox"/> Organize information in a clear and logical manner</li> <li><input type="checkbox"/> Construct an outline in preparation for writing a complete speech</li> </ul>   |
|   | <p><b>LT9B- Integrate information from multiple credible sources the represent a range in diverse media or format</b></p>  |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the characteristics of credible and accurate sources of information</li> <li><input type="checkbox"/> Determine if a source meets the characteristics of credibility and accuracy</li> <li><input type="checkbox"/> Plan to incorporate information from multiple diverse sources</li> </ul>   |

## Item Bank:

**9ATarget:**  
**Resources to teach:**

**9BTarget:**  
**Resources to teach:**

**Standard Language:**  
**CCSS ELA SL.9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Standard Language:**  
**CCSS ELA SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS ELA SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Guiding Questions, Ideas, and/or Concepts

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

**Topic Overview:** This topic supports students in the art of public speaking and effort should be made to engage students in delivering at least one speech in front of a large audience. Accommodations made for individual students should always be done with the intention of scaffolding to present in a live setting for at least once attempt. Students should be provided practice opportunities to engage with their visual aids and to intentionally plan for intentional use of vocal techniques and physical movement.

| Topic  | Achieving Grade Level (AT)   |
|--|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>  | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>                                 |
| <p><b>Topic 10:<br/>Delivering<br/>Formal<br/>Presentations</b></p>  | <p><b>LT10A- Utilize a variety of vocal techniques to engage the audience to enhance delivery</b></p>  |
|  | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of vocal techniques to engage the audience (rate, tone, volume, inflection, expression)</li> <li><input type="checkbox"/> Projects voice adequately so that all members of the audience can hear the presentation</li> <li><input type="checkbox"/> Speaks with clear articulation and pronunciation</li> <li><input type="checkbox"/> Avoid the use of distracting or repetitive words/sounds (e.g., clearing through, “um”, uncontrollable laughter)</li> </ul> |
|  | <p><b>LT10B- Utilize appropriate non-verbal communication and body language to enhance delivery</b></p>  |
|  | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engages in incremental eye contact with multiple members of the audience</li> <li><input type="checkbox"/> Integrates appropriate movement or hand gesture to emphasize a point or interact with media presentation</li> <li><input type="checkbox"/> Avoids fidgeting, leaning, sitting, slouching, pacing, and the use of distracting hand gestures (e.g., hands in pockets, playing with clothing, tapping etc.)</li> </ul>  |
| <p><b>LT10C- Make strategic use of digital media in presentation to enhance the audience’s understanding or engagement</b></p>   |  |
| <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate a digital visual aid into the presentation that utilizes text, graphics, audio, video, or interactive elements</li> <li><input type="checkbox"/> Inserts digital media in a logical order that supports the overall flow of the presentation</li> <li><input type="checkbox"/> Use of digital elements enhance the audience’s understanding of information or engagement</li> </ul> |  |

## Item Bank:

***10A*Target:  
Resources to Teach**

***10B*Target:  
Resources to Teach**

***10C*Target:  
Resources to Teach**

**Standard Language:  
CCSS ELA SL.9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS ELA SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Standard Language:  
CCSS ELA SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Guiding Questions, Ideas, and/or Concepts

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

## Extended Topics S2

**Unit Narrative:** Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year.

**Topic Overview:** This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based discussion in a variety of formats. Students may need explicit instruction in academic discussion norms in order to support authentic conversations with peers. Propelling a conversation forward requires more than asking a pre-determined question. Support students in active listening strategies to enhance their ability to respond in thoughtful ways.

| Topic   | Achieving Grade Level (AT)   |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p> |
| <p><b>Topic II:<br/>Collaborating in<br/>Discussions<br/>S2</b></p>                                       | <p><b>LT11A- Students work productively in various roles with other participants.</b></p>  |
|   | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus actively on independent and collaborative tasks.</li> <li><input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences.</li> <li><input type="checkbox"/> Evaluate personal contributions.</li> <li><input type="checkbox"/> Evaluate group dynamic.</li> </ul>   |
|   | <p><b>LT11B- Students can generate ideas, positions, products, and solutions to problems.</b></p>  |
|   | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide textual evidence to support ideas.</li> <li><input type="checkbox"/> Respond thoughtfully to perspectives of others.</li> <li><input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions</li> </ul>  |

## Item Bank:

***I*IATarget:  
Resources to Teach**

***I*IBTarget:  
Resources to Teach**

**Standard Language  
CCSS ELA SL.9-10.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Guiding Questions, Ideas, and/or Concepts**

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

**Topic Overview:** Instruction around sound principles of English grammar, vocabulary, punctuation, capitalization, and spelling are foundational to the Language Arts classroom. In order to fully assess student’s understanding of these concepts, they must be applied to writing. This topic is intended to assess students work in the writing process as they work to improve their command of written English. While specific instruction may need to live at the success criteria level, assessment of student progress should focus wholistically on the student’s application of skills in writing.

| Topic  | Achieving Grade Level (AT)   |
|--|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>  | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b><br/>  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p> |
| <p><b>Topic 12:<br/>Constructing<br/>Writing<br/>S2</b></p>  | <p><b>LT12A- Engage in the writing process to produce clear and coherent writing for multiple purposes.</b></p>  |
|  | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience</li> <li><input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience.</li> <li><input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.</li> </ul>                |
|  | <p><b>LT12B- Demonstrate command of conventions of standard English</b></p>  |
|  | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences</li> <li><input type="checkbox"/> Recognize and correct vague and ambiguous pronouns</li> </ul>  |
| <p><b>LT12C- Prepare extended bibliographies of reference materials</b></p>  |  |
| <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine a variety of sources that contain useful information toward a topic</li> <li><input type="checkbox"/> Cite the sources according to MLA style</li> <li><input type="checkbox"/> Construct a brief summary of the scope of the source that includes reference to author, intended audience, and connection to the topic</li> </ul> |  |

## Item Bank:

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|--|---|---|
| <p><b><i>I2A</i>Target:</b><br/><b>Resources to teach:</b></p>   | <p><b><i>I2B</i>Target:</b><br/><b>Resources to teach:</b></p>  | <p><b><i>I2C</i>Target:</b><br/><b>Resources to teach:</b><br/><i>The Bedford Handbook</i><br/><a href="#">Purdue Online Writing Lab</a></p>  |
| <p><b>Standard Language</b><br/><b>CCSS ELA W.9-10.4</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS ELA W.9-10.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p><b>Standard Language</b><br/><b>CCSS ELA L.9-10.2</b><br/>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ol> | <p><b>Standard Language</b><br/><b>CCSS ELARL/RI.9-10.1</b><br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <p><b>Guiding Questions, Ideas, and/or Concepts</b><br/><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>   |   |   |
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