



English 3

Course Numbers

- LA305/306
- LA305F/306F
- LA3050/3060
- LA933/934 (ELL)

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Foreword

English III builds on the structures of reading and writing, using a variety of materials representing different literary forms and authors. An emphasis on **American literature**, both foundational and contemporary, through a global perspective will support critical analysis of author's style, character motivation, point of view, mood, and tone. Composition will focus on argumentation that synthesizes new understandings with background knowledge and analyses drawn from insight into the author's craft.

The scope of this course should address the topic of AMERICAN CULTURE through many lenses.

Consider the following guiding questions or topics of inquiry to guide the scope of your text choices and topics for discussion.

- How is American literature a reflection of the nation's values and multi-ethnic and multi-cultural complexity?
- What stylistic innovations mark American literature?
 - American literature is a mode of expressing dissent — stylistically, socially, and politically
- How does American literature reflect and shape the American Dream?
 - The American Dream is a multi-faceted concept which embraces the dream perceived, pursued, achieved, deferred, and denied
- A diverse population is a strength and defines the United States
- What is the role of the rebel or nonconformist in American society?
 - The individual is responsible to maintain and assert personal integrity — even at great personal risk
- How do attitudes about justice encourage or discourage equality in America?
 - To work toward a just society (or more perfect union), the individual must confront the moral issues of contemporary times
- Strong written and oral expression allows the individual to be an effective participant in democracy.

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.

Semester I	Unit 1: Analyzing Literary Elements	Unit 2: Literary Analysis The Warmth of Other Suns G11 The Warmth of Other Suns (Word files)		Extended Topics SI	
	Topic 1: Analyzing Author's Style Topic 1 Resource Folder	Topic 3: Analyzing Story Elements Topic 3 Resource Folder	Topic 4: Writing Literary Analyses Topic 4 Resource Folder	Topic 5: Collaborating in Discussions	Topic 6: Constructing Writing
<u>Reporting frequency for Cycle 1</u>	5 weeks	13 weeks		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>	8/24-9/28	<ul style="list-style-type: none"> • Section 1 10/3-1/14 (10 class periods) • Section 2 10/17-10/28 (10 class periods) • Section 3 11/1-11/22 (14 class periods) • Section 4 11/28-12/8 (9 class periods) • Section 5 12/12-12/21 (8 class periods) • Section 6 1/4-1/13 (8 class periods) 			
<i>Standards Aligned</i>	RI.11-12.4 RL.11-12.4	RL.11-12.3 RI.11-12.3 RL.11-12.5	W.9-10.1 W.9-10.9	SL.11-12.1	W.11-12.4 W.11-12.5 L.11-12.1 L.11-12.2

When to begin Odell HSLP: *The Warmth of Other Suns*

Odell provides lesson totals based on 60-minute class periods. There are 37 core lessons, and 13 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, pay attention to when sections should start and end. Dates are approximate but align with lesson totals and natural breaks in our school calendar. If students are not able to complete all required reading in that allotted time, we may need to assess what additional scaffolds may be required.

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.

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 <u>all</u> learning targets	3.0
Demonstrates proficiency (AT) in <u>at least half</u> of the learning targets	2.5
Demonstrates some success criteria (PT) toward <u>all</u> learning targets	2.0
Demonstrates some success criteria (PT) towards <u>some</u> 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

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.

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 Level 3 Targets 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. Guiding Question to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: * A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target: Resources to teach:	Target: Resources to teach:	Target: Resources to teach:
Standard Language	Standard Language	Standard Language
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 1: Intro. to Style & Language

Unit Narrative: A short unit focused on the analysis author’s style and development of theme. This prepares students for Unit 2 by building a base of fiction readings from American texts. Short works of fiction support students in building necessary analysis skills where the development of complex ideas takes place over a shorter text, prior to the larger novel study in Unit 2.

Topic Overview: This topic asks students to analyze author’s word choice and iconic writing style. Students should be offered the opportunity to compare authors that may have starkly different approaches to language (e.g., Fitzgerald and Hemingway) or those who may be quite similar (Zora Neale Hurston and Toni Morrison). A combination of vocabulary and author’s intent, students will need to explore figurative and connotative meanings as well as infer their reason for being included by the author.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Topic I: Analyzing Author’s Style	LT2A- Analyze the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is of artistic value
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words or phrases of artistic value <input type="checkbox"/> Determine their literal and figurative meanings <input type="checkbox"/> Analyze why specific word choice better communicates meaning and tone (as opposed to various synonyms)
	LT2B- Analyze the role of figurative language, word relationships and nuances in word meanings
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify figures of speech (e.g., euphemism, oxymoron) <input type="checkbox"/> Analyze the impact of figurative language on meaning and tone <input type="checkbox"/> Analyze nuances in the meaning of words with similar denotations

Item Bank:

**2ATarget:
Resources to teach:**

**2BTarget:
Resources to teach:**

Connection to Odell unit

While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess Author's Style development through repeated student discussion and use of various Tools such as the Analyzing Relationships Tool or through specific work with Mentor Sentences.

Connection to Odell unit

While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess Author's Style development through repeated student discussion and use of various Tools such as the Analyzing Relationships Tool or through specific work with Mentor Sentences.

**Standard Language
CCSS ELA RL.11-12.4**

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.

**Standard Language
CCSS ELA L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text
- b. Analyze nuances in the meaning of words with similar denotations

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 explore the many ways authors choose to develop theme over the course of a text. Theme exploration in 11th 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 Level 3 Targets 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.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</p>
Topic 2: Interpreting Themes	LT3A- Analyze how two or more themes are developed over the course of a text
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify multiple themes in a text (consider how each character thread presents a distinct theme) <input type="checkbox"/> Describe how each theme is introduced and developed over the course of the text.
	LT3B- Analyze how themes interact and build on one another
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how one theme impacts another through the story. (How does each character thread interact with each other? With the historical information or poetry?) <input type="checkbox"/> Describe how one theme adds or enhances another theme.
	LT3C- Compare and contrast how diverse sources present similar themes of an historical event or social movement
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a common theme in multiple texts. <input type="checkbox"/> Compare and contrast how different authors develop the theme topics

Item Bank:

3ATarget: Resources to teach:	3BTarget: Resources to teach:	3CTarget: Resources to teach:
Connection to Odell unit <i>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess theme development repeated student discussion.</i>	Connection to Odell unit <i>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess theme development through repeated student discussion.</i>	Connection to Odell unit As students navigate through the text set, opportunity is prevalent to compare how each text treats thematic topics such as difficult choices, migration, perseverance, family etc. These would need to be intentional opportunities created by the teacher or PLC.
Standard Language ELA RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Standard Language ELA RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Standard Language ELA RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Guiding Questions, Ideas, and/or Concepts <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>		

Unit 2: Literary Analysis

Unit Narrative: In *The Warmth of Other Suns*, Pulitzer Prize-winner Isabel Wilkerson crafts a history of the Great Migration. Through analyzing her work and a series of related literary and informational texts, we will explore the following question: How do we construct the story of a complicated history? We will examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. We will also explore the ways in which writers and artists have represented aspects of this time period and will analyze in depth Wilkerson’s use of various voices, stories, and outside texts to convey the complexity of this history. Our work will culminate with an expository essay that examines the significance and impact of Wilkerson’s approach to structure as she constructs and tells the story of the Great Migration in *The Warmth of Other Suns*.

Topic Overview: This topic asks students to explore the many ways authors integrate multiple literary elements and complex ideas over the course of a text to create a cohesive understanding. Students should be able to draw conclusions about literary details and vocabulary that enhance how complicated narratives are shared with an audience and how those elements build upon one another.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	<p>The Level 3 Targets 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.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</p>
Topic 3: Analyzing Literary Elements	<p>LT3A- Analyze the author’s various uses of literary elements including how they develop or relate to one another</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe specific literary elements in a text (characters, setting, plot, conflict) <input type="checkbox"/> Analyze how an author’s use of literary elements helps develop their purpose/perspective <input type="checkbox"/> Infer how one literary element supports or develops another literary element (e.g., how setting affects characterization, how characterization affects theme, or how setting affects plot) <input type="checkbox"/> Support analysis with evidence from the text
	<p>LT3B- Analyze a complex set of ideas or sequence of events by examining how specific individuals, ideas, or events interact over the course of a text or historical account.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a complex set of ideas or sequence of events <input type="checkbox"/> Explain how specific individuals, ideas, or events develop or unfold <input type="checkbox"/> Explain the relationship between individuals, ideas, and/or events <input type="checkbox"/> Support analysis with evidence from the text <input type="checkbox"/>

Item Bank:

3ATarget: Resources to teach:	3BTarget: Resources to teach:	3CTarget: Resources to teach:
<p style="text-align: center;">Aligned Odell Assessment</p> <ul style="list-style-type: none"> • <i>Warmth of Other Suns</i> Culminating Task • <i>Warmth of Other Suns</i> Section 3 diagnostic (focused on how students can determine connections of literary elements and how they are depicted in the artwork) • <i>Warmth of Other Suns</i> Section 4 diagnostic 	<p style="text-align: center;">Aligned Odell Assessment</p> <ul style="list-style-type: none"> • <i>Warmth of Other Suns</i> Culminating Task • <i>Warmth of Other Suns</i> Section 1 diagnostic • <i>Warmth of Other Suns</i> Section 2 diagnostic • <i>Warmth of Other Suns</i> Section 5 diagnostic 	<p style="text-align: center;">Aligned Odell Assessment</p> <ul style="list-style-type: none"> • <i>Warmth of Other Suns</i> Culminating Task • <i>Warmth of Other Suns</i> Section 1 diagnostic • <i>Warmth of Other Suns</i> Section 5 diagnostic
<p style="text-align: center;">Standard Language: CCSS ELA RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p style="text-align: center;">Standard Language: CCSS ELA RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p style="text-align: center;">Standard Language: CCSS ELA RI.11-12.3</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of 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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Topic Overview: The culminating task for *The Warm of Other Suns* invites students to examine how history is constructed based on the perspectives and sources included. As students navigate the concept of literary non-fiction and the historical events that the story depicts, they should gather evidence in service of the following question: *How do we construct the story of a complicated history?* Students will construct a formal essay that integrates multiple perspectives from the texts explored throughout the unit. Rough drafts or early versions of the paper can count toward the BOE.

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 4: Writing Literary Analyses</p>	<p>LT4A- Construct a 4+ page literary analysis essay exploring how information and literary elements are integrated throughout <i>The Warmth of Other Suns</i></p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce precise claims about how the author utilizes multiple perspectives to communicate a complex narrative <input type="checkbox"/> Develop claims fully, supplying evidence and relevant commentary/explanation in order to support the analysis. <input type="checkbox"/> Organize ideas to establish coherent and logical explanations and arguments <input type="checkbox"/> Draw evidence from source texts to support analysis and reflection

Item Bank:

4ATarget:
Resources to teach:

Aligned Odell Assessment

- *Warmth of Other Suns* Culminating Task

Standard Language:
CCSS ELA W.11-12.1

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

CCSS ELA W.11-12.9

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 5: Collaborating in Discussions SI</p>	<p>LT5A- Students work productively in various roles with other participants.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus actively on independent and collaborative tasks. <input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences. <input type="checkbox"/> Evaluate personal contributions. <input type="checkbox"/> Evaluate group dynamic.
	<p>LT5B- Students can generate ideas, positions, products, and solutions to problems.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide textual evidence to support ideas. <input type="checkbox"/> Respond thoughtfully to perspectives of others. <input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions

Item Bank:

**5ATarget:
Resources to Teach**

**5BTarget:
Resources to Teach**

Aligned Odell Assessment

- *Warmth of Other Suns* Section 2 diagnostic
- *Warmth of Other Suns* Section 5 diagnostic

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

Aligned Odell Assessment

- *Warmth of Other Suns* Section 2 diagnostic
- *Warmth of Other Suns* Section 3 diagnostic (can be a more informal small group presentation, gallery walk, or pre-recorded)
- *Warmth of Other Suns* Section 5 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.11-12.1**

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 6: Constructing Writing SI</p>	<p>LT6A- Engage in the writing process to produce clear and coherent writing for multiple purposes.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
	<p>LT6B- Demonstrate command of conventions of standard English</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the appropriate word in less-common confused pairs (e.g., loose and lose, because and cause, illusion and allusion, whether and weather, then and than) <input type="checkbox"/> Use commas to avoid confusion when the syntax or language is sophisticated (e.g., to set off a complex series of items) <input type="checkbox"/> Use punctuation to set off a nonessential appositive or clause
<p>LT6C- Utilize textual evidence to support analysis</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use parenthetical documentation to integrate quotes and citations (both paraphrased and direct citation) (APA) <input type="checkbox"/> Integrate quotations and citations while maintaining flow of ideas (APA) <input type="checkbox"/> Use standard formatting for source acknowledgement according to APA style guidelines 	

Item Bank:

<p>6ATarget: Resources to teach:</p>	<p>6BTarget: Resources to teach: No Red Ink Premium NRI & DMPS Pacing Guide <i>Writing With Power</i> textbook <i>The Common Core Grammar Toolkit</i>, Sean Ruday</p>	<p>6CTarget: Resources to teach: <i>The Bedford Handbook</i> Purdue Online Writing Lab</p>
<p>Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Warmth of Other Suns</i> Culminating Task • <i>Warmth of Other Suns</i> Section 1 diagnostic • <i>Warmth of Other Suns</i> Section 2 diagnostic • <i>Warmth of Other Suns</i> Section 4 diagnostic <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>Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Warmth of Other Suns</i> Culminating Task • <i>Warmth of Other Suns</i> Section 1 diagnostic • <i>Warmth of Other Suns</i> Section 2 diagnostic • <i>Warmth of Other Suns</i> Section 4 diagnostic <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 SIL5A4) for an example)</p>	<p>Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Warmth of Other Suns</i> Culminating Task • <i>Warmth of Other Suns</i> Section 1 diagnostic • <i>Warmth of Other Suns</i> Section 2 diagnostic • <i>Warmth of Other Suns</i> Section 4 diagnostic
<p>Standard Language CCSS ELA W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS ELA W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Standard Language CCSS ELA L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references 	<p>Standard Language CCSS ELA R.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p>Guiding Questions, Ideas, and/or Concepts</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>		

Semester 2	Unit 3: Capturing Fact Through Fiction Unit 3 Resource Folder	Unit 4: Argument Unit 4 Resource Folder			Extended Topics S2	
	Topic 7: Analyzing Text Interaction	Topic 8: Evaluating Arguments	Topic 9: Writing Arguments	Topic 10: Presenting Verbal Arguments	Topic 11: Collaborating in Discussions	Topic 12: Constructing Writing
<u>Reporting frequency of Cycle 1</u>	5-6 weeks	4 weeks	4 weeks	3+ weeks	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>	1/19-2/24	2/27-4/7	4/10-5/5	5/8-5/31		
<i>Standards Aligned</i>	RI.11-12.3 RI.11-12.7 RL.11-12.7	RI.11-12.8 RI.11-12.9 SL.11-12.3	W.11-12.1	SL.11-12.4	SL.9-10.	W.9-10.4 W.9-10.5 L.9-10.1 L.9-10.2

Unit 3: Capturing Fact Through Fiction

Unit Narrative: A unit focused on the structure and interactions of texts and their interpretation in diverse media (such as film, stage, author readings, music/song, and the like). This topic can address historical fiction and compare events as they are portrayed in literature to events that occurred in American history. Art is often created in response to cultural, political, or natural events that surround us. Viewing how real events influence people to respond through artistic language can reveal much about our humanity.

Topic Overview: In this topic, students explore the relationship between reality and artistic expression, specifically, how we respond using written or spoken language to events around us.

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 6: Analyzing Text Interactions</p>	<p>LT6A- Analyze a complex set of ideas or sequence of events by examining how specific individuals, ideas, or events interact over the course of a text or historical account.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a complex set of ideas or sequence of events <input type="checkbox"/> Explain how specific individuals, ideas, or events develop or unfold <input type="checkbox"/> Explain the relationship between individuals, ideas, and/or events <input type="checkbox"/> Support analysis with evidence from the text
<p>Topic 6: Analyzing Text Interactions</p>	<p>LT6B- Evaluate multiple sources of information or interpretations of a text presented in different media formats</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the relationship between multiple sources of information <input type="checkbox"/> Describe the different interpretations of the source text <input type="checkbox"/> Evaluate the success of each version at interpreting the source material <input type="checkbox"/> Support analysis with evidence from the text

Item Bank:

**6ATarget:
Resources to teach:**

**6BTarget:
Resources to teach:**

**Standard Language
CCSS ELA RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Standard Language
CCSS ELA RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS ELA RL 11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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: Argument

Unit Narrative: A unit focused on evaluating the effectiveness of rhetorical devices in American texts. This unit demands students communicate their own arguments in written and verbal forms. In DMPS, we have combined spoken and written argument, focusing on work of public advocacy. The common core specifically calls out seminal U.S. documents such as the Constitution or The Federalist papers. The focus of this unit is to understand how cultural and political figures use language to motivate groups to action, and then to practice using those appeals in our own speech. Contemporary works of public advocacy may be the focus, while highlighting the connection to some of the historical documents mentioned above.

Topic Overview: The study of argument in grade 10 shifts focus to the use of the three main rhetorical appeals of Ethos, Logos, and Pathos. In the upper grade band it is imperative students explore other examples of rhetoric and the cumulative impact of those appeals on an audience.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Topic 7: Evaluating Arguments	<p>LT7A- Analyze links among ideas, diction, points of emphasis, and tone in written and spoken works of public advocacy.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the four linguistic components (ideas, diction, emphasis, tone) of an argumentative text <input type="checkbox"/> Explain how the four components interact to construct the author’s message <input type="checkbox"/> Support analysis with evidence from the text
	<p>LT7B- Evaluate the effectiveness of reasoning, premises, purposes, and arguments of written or spoken works of public advocacy</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the four components of argument in each text (Premise, purpose, argument, reasoning) <input type="checkbox"/> Analyze the effectiveness of the argument based on those 4 criteria <input type="checkbox"/> Support analysis with evidence from the text
	<p>LT7C- Analyze the style and content of a text in which the rhetoric contributes to the text’s power, persuasiveness, or beauty</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of rhetoric that contribute to the overall style of the text <input type="checkbox"/> Analyze how rhetorical language supports the development of a texts power, persuasiveness, or overall aesthetic <input type="checkbox"/> Support analysis with evidence from the text

Item Bank:

7ATarget:
Resources to teach:

7BTarget:
Resources to teach:

7CTarget:
Resources to teach

Standard Language:
CCSS ELA SL.11-12.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance of premises, links among ideas, word choice, points of emphasis, and tone used.

Standard Language:
CCSS ELA RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Standard Language:
CCSS ELA RI.11-12.9

Analyze seventeenth, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

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 engages students in the writing of formal arguments. Students have previously learned about explanation of how evidence supports claims in this standard's earlier iterations. Starting on this scale, this term is shifting to commentary to better describe the role of that part of the argument in articulating how specific evidence supports particular claims. Students must demonstrate proficiency in all 6 success criterion to fully master this topic.

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 8: Writing Arguments</p>	<p>LT8A- Construct a 4+ page written argument to support claims in support of a topic of public advocacy</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce precise, knowledgeable claims <input type="checkbox"/> Establish the significance of the claims <input type="checkbox"/> Distinguish the claims from alternate or opposing claims <input type="checkbox"/> Create an organization that logically sequences claims, counterclaims, and evidence <input type="checkbox"/> Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both <input type="checkbox"/> Address the audience's knowledge level, values, and possible biases in the development of the argument
	<p>LT8B- Prepare extended bibliographies and/or works cited list (APA)</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine a variety of sources that contain useful information toward a topic <input type="checkbox"/> Cite the sources according to APA style <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 	

Item Bank:

8ATarget:
Resources to teach:

8BTarget:
Resources to teach:
The Bedford Handbook
<https://apastyle.apa.org/>
[Purdue Online Writing Lab](#)

Standard Language:
CCSS ELA W.11-12.1

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 R.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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 scale demands speaking in front of peer audiences, but not necessarily formal speeches; students can engage in Socratic circles or seminars, presentations to small groups, etc. as long as they have the floor for a notable portion of uninterrupted time. Traditional speeches can be live or recorded as is appropriate to the audience and task.

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 9: Presenting Verbal Arguments</p>	<p>LT9A- Present a verbal argument supporting a topic of public advocacy</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present information, findings, and supporting evidence, conveying clear and distinct perspectives, such that listeners can follow the line of reasoning <input type="checkbox"/> Apply speech techniques (pacing, eye contact, gesture, rate, tone etc.), substance, and style appropriate to audience and task <input type="checkbox"/> Effectively use organization to develop claims and address alternate or opposing perspectives

Item Bank:

**9ATarget:
Resources to Teach**

**Standard Language:
CCSS ELA SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 10: Collaborating in Discussions S2</p>	<p>LT10A- Students work productively in various roles with other participants.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus actively on independent and collaborative tasks. <input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences. <input type="checkbox"/> Evaluate personal contributions. <input type="checkbox"/> Evaluate group dynamic.
	<p>LT10B- Students can generate ideas, positions, products, and solutions to problems.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide textual evidence to support ideas. <input type="checkbox"/> Respond thoughtfully to perspectives of others. <input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions

Item Bank:

IOATarget:
Resources to Teach

IOBTARGET:
Resources to Teach

Standard Language
CCSS ELA SL.11-12.1

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 Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:</p> <p>🗣️ <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
<p>Topic II: Constructing Writing S2</p>	<p>LT11A- Engage in the writing process to produce clear and coherent writing for multiple purposes.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
	<p>LT11B- Demonstrate command of conventions of standard English</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and correct awkward phrasing in sentence structure (e.g., clauses where the intended meaning is clear but the sentence is ungrammatical, incorrect use of clauses in complex sentences) <input type="checkbox"/> Maintain consistent verb tense and voice in writing
	<p>LT11C- Utilize textual evidence to support analysis</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use parenthetical documentation to integrate quotes and citations (both paraphrased and direct citation) (APA) <input type="checkbox"/> Integrate quotations and citations while maintaining flow of ideas (APA) <input type="checkbox"/> Use standard formatting for source acknowledgement according to APA style guidelines

Item Bank:

I/A Target:
Resources to teach:

I/B Target:
Resources to teach:

I/C Target:
Resources to teach:
The Bedford Handbook
[Purdue Online Writing Lab](#)

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.

Introducing APA style in conjunction with argumentative writing will prepare students to shift between writing styles necessary in college or career.