DesMoines
PUBLIC SCHOOLS

English 4

http://grading.dmschools.org
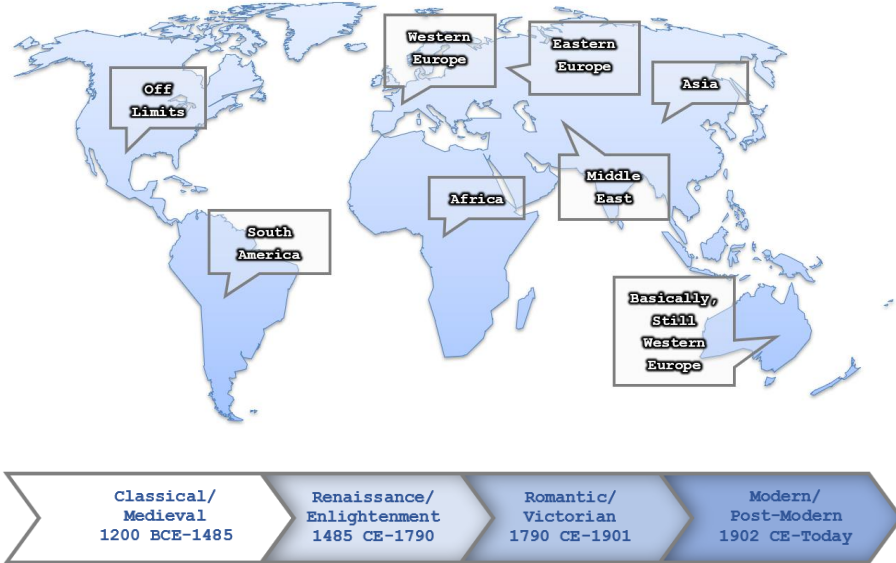
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Foreword

English IV includes a survey of world literature studied in a thematic approach to critically evaluate information based on relevancy, objectivity, and reliability. Students will write several compositions using expository and argumentative techniques, including a research project. This project will include an articulated research question or thesis statement and incorporate findings while adhering to a consistent format for documentation. Text should range from multiple regions of the world and eras of literary significance.

Geographic Regions and Eras of World Literature

| Classical/ Medieval 1200 BCE-1485 | Renaissance/ Enlightenment 1485 CE-1790 | Romantic/ Victorian 1790 CE-1901 | Modern/ Post-Modern 1902 CE-Today |

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 1	Unit 1: The Mechanisms of Meaning		Unit 2: Themes Around the World	Extended Topics S1	
	Topic 1: Interpreting Complex Language	Topic 2: Analyzing Text Structure	Topic 3: Analyzing Themes	Topic 5: Collaborating in Discussions	Topic 6: Constructing Writing
Reporting frequency for Cycle 1	4 weeks	4 weeks	8 weeks	Evidence can be collected throughout the semester and topic scores continually updated to reflect increase in complexity.	
Approximate beginning and end dates for the topics	8/24-9/23	9/26-10/28	11/1-1/13		
Standards Aligned	RL.11-12.4 RL.11-12.5	RI.11-12.5	RL.11-12.2	SL.11-12.1	W.11-12.4 W.11-12.5 L.11-12.1 L.11-12.2

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

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 - 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: ☐ ☐ ☐ **LT2-** Learning that shows evidence of progressing towards the grade level learning target: ☐ ☐ ☐ **LT3-** Learning that shows evidence of progressing towards the grade level learning target: ☐ ☐ ☐

Item Bank:

Target:	Target:	Target:
Resources to teach:	Resources to teach:	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: The Mechanisms of Meaning

Unit Narrative: A unit that addresses the specific structural choices made by an author, especially those related to word choice and figurative language, in understanding intended meanings of world literature.

Topic Overview: An in depth vocabulary study, this Topic asks students to explore many examples of complex text that utilize figurative language. Figurative language includes metaphor, simile, **analogy**, **allusion**, **epiphany**, **double entendre**, hyperbole, euphemism, oxymoron, and paradox. Bolded types are of particular emphasis at this level.

Topic	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 1: Interpreting Complex Language	**LT1A- 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** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Describe the tone of a text ☐ Identify specific words that impact the meaning and tone ☐ Analyze how word choice affects meaning and tone ☐ Support analysis with evidence from the text **LT1C- Analyze the role of figurative language in a text** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify and interpret multiple examples of figurative language in a text ☐ Analyze how figurative language influence the meaning of the text ☐ Support analysis with evidence from the text

Item Bank:

IATarget: Resources to Teach:	ICTarget: Resources to teach:
Standard Language: CCSS ELA RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**Standard Language: CCSS ELA L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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:	

Topic	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. 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.* **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 2: Analyzing Text Structure	**LT2A- Analyze an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to being or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify the general plot structure of a text ☐ Describe specific structural choices made by the author that go beyond the plot structure ☐ Analyze how an author's specific structural choices contribute to the overall structure and meaning of the text ☐ Support analysis with evidence from the text
	LT2B- Analyze how an author's structural choices contribute to its aesthetic impact
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify aesthetic impact created by an author's choices ☐ Analyze how an author's choices concerning how to structure specific parts of a text contribute to the aesthetic impact of a text ☐ Support analysis with evidence from the text

Item Bank:

2ATarget: Resources to teach:	2BTarget: Resources to teach:
Standard Language: CCSS ELA RL.11-12.5 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.	**Standard Language: CCSS ELA RL.11-12.5** 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.

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 2: Themes Around the World

Unit Narrative: A unit focused on a deep dive into themes, including a broad look at universal themes, present in texts from all around the world and across the span of literary history.

Topic Overview:

Topic	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 3: Interpreting Themes	**LT3A- Analyze how two or more works of literature from different regions and eras treat similar, universal themes** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify a common theme in multiple texts ☐ Compare themes from different regions or eras ☐ Support analysis with evidence from the text **LT3B- Analyze the development of two or more themes over the course of a single text** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify two themes in a text. ☐ Identify how each theme is introduced and developed over the course of the text. ☐ Support analysis with evidence from the text **LT3C- Analyze how themes interact and build on one another** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Describe how one theme impacts another throughout the story (multiple impacts). ☐ Describe how one theme adds to or enhances another theme. ☐ Support analysis with evidence from the text

Item Bank:

3ATarget: *Resources to Teach:*	3BTarget: *Resources to teach:*	3CTarget: *Resources to teach:*

Standard Language: CCSS 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.

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 S1

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)
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. 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.* **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 5: Collaborating in Discussions S1	**LT5A- Students work productively in various roles with other participants.** Learning that shows evidence of progressing towards grade-level learning target: ☐ Focus actively on independent and collaborative tasks. ☐ Change or reinforce ideas or perspectives based on new, credible information and experiences. ☐ Evaluate personal contributions. ☐ Evaluate group dynamic. **LT5B- Students can generate ideas, positions, products, and solutions to problems.** Learning that shows evidence of progressing towards grade-level learning target: ☐ Provide textual evidence to support ideas. ☐ Respond thoughtfully to perspectives of others. ☐ Pose questions to others to clarify, verify, or challenge ideas and conclusions

Item Bank:

5ATarget: **Resources to Teach**	5BTarget: **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. 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)
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. 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. **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 6: Constructing Writing S1	**LT6A- Engage in the writing process to produce clear and coherent writing for multiple purposes.**
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Develop a plan for writing, focusing on what is most significant for a specific purpose and audience
	☐ Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience.
	☐ Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
	LT6B- Demonstrate command of conventions of standard English
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Use apostrophes to form possessives, including irregular plural nouns
	☐ Use a semicolon to join related independent clauses
	☐ Spell correctly
	LT6C- Utilize textual evidence to support analysis
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Integrate quotes and citations while maintaining the flow of ideas (dialogue quotes) (**MLA**)
	☐ Integrate quotations and citations using a colon (**MLA**)
	☐ Use standard formatting for source acknowledgement according to **MLA** style guidelines

Item Bank:

6ATarget: **Resources to teach:** NoRedInk Premium	6BTarget: **Resources to teach:** NoRedInk Premium	6CTarget: **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.*		

Semester 2	Unit 3: Perspectives *In the Time of the Butterflies* G12 In the Time of the Butterflies (word docs)		Unit 4: Argument Unit 4 Resource Folder		Extended Topics S2	
	Topic 7: Analyzing Perspectives	**Topic 8: Writing Literary Analyses**	**Topic 9: Conducting Research**	**Topic 10: Presenting Findings**	**Topic 11: Collaborating in Discussions**	**Topic 12: Constructing Writing**
<u>Reporting frequency of Cycle 1</u>	**10 weeks**		**3 weeks**	**3 weeks**	Evidence can be collected throughout the semester and topic scores continually updated to reflect increase in complexity.	
Approximate beginning and end dates for the topics	• Section 1 1/19-2/3 (10 class periods) • Section 2 2/1-2/17 (10 class periods) • Section 3 2/20-3/3 (10 class periods) • Section 4 3/6-3/31 (13 class periods) • Section 5 4/3-4/14 (10 class periods)		4/17-5/5 (13 class periods)	5/8-5/23 (12 class periods)		
Standards Aligned	RL.11-12.6	W.11-12.1 W.11-12.9	W.11-12.7 W.11-12.8	SL.11-12.2 SL.11-12.4 SL.11-12.5	SL.9-10.	W.9-10.4 W.9-10.5 L.9-10.1 L.9-10.2

Unit 3: Perspectives - *In the Time of the Butterflies*, Odell HSLP

Unit Narrative: How does one exhibit bravery in the face of extreme danger? What does it mean to fight for what you believe in? In this unit, we will consider the question *What makes a revolutionary?* by exploring the Dominican Republic under the Trujillo regime. To do this, we will read Julia Alvarez's historical fiction novel *In the Time of the Butterflies,* examine relevant informational material, and view a documentary film to supplement background knowledge. We will develop skills for closely analyzing the use and function of literary, rhetorical, and stylistic elements within multiple genres. To demonstrate our understanding of *In the Time of the Butterflies*, we will construct a literary analysis essay that analyzes the novel through the perspective of a single literary criticism lens.

Topic Overview:

Topic	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. 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.* **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 6: Analyzing Perspectives	**LT6A- Analyze points of connection among texts, textual elements, and perspectives. (Biographical & Historical Criticism)** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Analyze how an author's perspective influences the position, purpose, and ideas of a text. (biographical criticism) ☐ Analyze how historical context influences the perspectives, purpose, and meaning presented in a text. (historical criticism) ☐ Support analysis with evidence from the text **LT6B- Analyze connections among details, elements, and effects to make logical deductions about an author's perspective, purpose, and meaning in texts (Marxist & Feminist Criticism)** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Analyze how elements of hierarchy and power influence the perspectives, purpose, and meaning presented in a text. (Marxist criticism) ☐ Analyze how the role of gender influences the perspectives, purpose, and meaning presented in a text. (Feminist criticism) ☐ Support analysis with evidence from the text

Item Bank:

6ATarget:	6BTarget:
Resources to teach:	**Resources to teach:**
[In the Time of the Butterflies Evaluation Plan](#)	[In the Time of the Butterflies Evaluation Plan](#)

Aligned Odell Assessment	**Aligned Odell Assessment**
• *In the Time of the Butterflies* Section 1 diagnostic • *In the Time of the Butterflies* Section 2 diagnostic	• *In the Time of the Butterflies* Section 3 diagnostic • *In the Time of the Butterflies* Section 4 diagnostic

Standard Language: CCSS ELA RL.11-12.6	**Standard Language: CCSS ELA L.11-12.3**
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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: The culminating task for *In the Time of the Butterflies* invites students to examine how history remembers a revolutionary. As students navigate this rich example of historical fiction and the historical events that the story depicts, they should gather evidence in service of the following question: *What makes a revolutionary?* Students will construct a formal essay that analyze multiple perspectives from the text through specific literary criticism lenses. Rough drafts or early versions of the paper can count toward the BOE.

Topic	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. 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. **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 6: Writing Literary Analyses	**LT6A- Construct a 5+ page literary analysis essay exploring how perspectives are constructed throughout *In the Time of the Butterflies*** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Introduce precise claims about how the author utilizes multiple perspectives to communicate a complex narrative ☐ Develop claims fully, supplying evidence and relevant commentary/explanation in order to support the analysis. ☐ Organize ideas to establish coherent and logical explanations and arguments ☐ Draw evidence from source texts to support analysis and reflection

Item Bank:

6ATarget:
Resources to teach:
[In the Time of the Butterflies Evaluation Plan](#)

Aligned Odell Assessment

- *In the Time of the Butterflies* Culminating Task

Section diagnostics can serve as formative examples of writing
- *In the Time of the Butterflies* Section 1 diagnostic
- *In the Time of the Butterflies* Section 2 diagnostic
- *In the Time of the Butterflies* Section 3 diagnostic
- *In the Time of the Butterflies* Section 4 diagnostic

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.

Unit 4: Eye on the World

Unit Narrative: As their final unit of their English experience, students are asked to shift their attention to research projects that give them a careful look at the complexities of the broader world and allow them to apply the many skills

Topic Overview:

Topic	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. 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.* **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 7: Conducting Research	**LT7A- Assess the strengths and limitations of each source in terms of the task, purpose, and audience**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify information from credible sources that support an original argument ☐ Assess the strengths and limitations of each source ☐ Evaluate the credibility of sources for timeliness, authority, and objectivity
	LT7B- Synthesize multiple sources on a subject in support of the creation of an original argument
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Construct a research question ☐ Narrow or broaden the inquiry when appropriate ☐ Assess the scope of the research question in relationship to the available information ☐ Identify sources that support a research question ☐ Incorporate sources to create an original argument
	LT7C- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Organize information in a logical format ☐ Apply citation rules of an approved format (APA) ☐ Use a variety of sources to support ideas

Item Bank:

7ATarget: Resources to teach:	7BTarget: Resources to teach:	7CTarget: Resources to teach:
Standard Language: CCSS ELA W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**Standard Language: CCSS ELA W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**Standard Language: CCSS ELA W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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:	

Topic	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. 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. **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 8: Presenting Findings	**LT8A- Present information, findings, and evidence conveying a distinct perspective through a variety of presentation techniques** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Use a variety of vocal techniques to engage the audience (e.g. rate, tone, volume, inflection, expression) ☐ Organize ideas to convey a distinct perspective so that the line of reasoning is easy to follow **LT8B- Incorporate strategic use of digital media in presentations to enhance audience understanding of findings, reasoning, and evidence** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Use of digital media helps establish an informed opinion or solution to a given problem ☐ Use of multiple types of media enhances understandings of findings, reasoning and evidence

Item Bank:

8ATarget:
Resources to teach:

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.

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)
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. 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.* **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 10: Collaborating in Discussions S2	**LT10A- Students work productively in various roles with other participants.** Learning that shows evidence of progressing towards grade-level learning target: ☐ Focus actively on independent and collaborative tasks. ☐ Change or reinforce ideas or perspectives based on new, credible information and experiences. ☐ Evaluate personal contributions. ☐ Evaluate group dynamic. **LT10B- Students can generate ideas, positions, products, and solutions to problems.** Learning that shows evidence of progressing towards grade-level learning target: ☐ Provide textual evidence to support ideas. ☐ Respond thoughtfully to perspectives of others. ☐ Pose questions to others to clarify, verify, or challenge ideas and conclusions

Item Bank:

10ATarget: **Resources to Teach**	10BTarget: **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)
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. 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. **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 11: Constructing Writing S2	**LT11A- Engage in the writing process to produce clear and coherent writing for multiple purposes.**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Develop a plan for writing, focusing on what is most significant for a specific purpose and audience ☐ Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. ☐ Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
	LT11B- Demonstrate command of conventions of standard English
	Learning that shows evidence of progressing towards grade-level learning target: ☐ 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) ☐ Maintain consistent verb tense and voice in writing
	LT11C- Utilize textual evidence to support analysis
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Integrate quotes and citations while maintaining the flow of ideas (dialogue quotes) (**APA**) ☐ Integrate quotations and citations using a colon (**APA**) ☐ Prepare extended bibliographies and/or works cited list (**APA**) ☐ Use standard formatting for source acknowledgement according to MLA or **APA** style guidelines as appropriate for the task

Item Bank:

11ATarget: **Resources to teach:**	*11BTarget:* **Resources to teach:**	*11CTarget:* **Resources to teach:**

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.

		Students should be able to apply appropriate style guidelines depending on the type of writing they are composing. Assessment of this learning target is dependent on the task assigned.