Content Area	English					
Grade/Course	Ŭ	9th and 10th/English I and II				
Unit of Study	, , ,					
Duration of Unit	9 weeks					
			r Highlight the SKILLS that studen	ts need to be		
able to do and UNI	DERLINE the CONCEP	FS that s	tudents need to know.			
ELACC9-10RL1: C	ite strong and thoroug	h <u>textua</u>	<u>ll evidence to support analysis of v</u>	vhat the t <u>ext</u>		
<u>says explicitly</u> as w	vell as <u>inferences</u> draw	n from t	he text.			
Skills			Concepts	DOK Level /		
(what must	t be able to do)	()	what students need to know)	Bloom's		
*Cite		*Textu	al evidence	*Level 3		
*C		*E-mli	it tout mooning and informatic	*I orrol 4		
*Support		-	cit text meaning and inferential	*Level 4		
		text meaning				
Ston F. Dotormin	a DIC Idaga (anduring	<u> </u>	Stop 6. Write Ecceptial Question	a (those guide		
	e BIG Ideas (enduring udents will remember l		Step 6: Write Essential Question instruction and assessment for all			
after the unit of stu		long	ideas are answers to the essential	0		
	idy j			questionsj		
*Students will cit	e text appropriately.		*How do I cite textual evidence ap	propriately?		
	pport analysis of what	t the	*How can I support text analysis u			
-	y and inferentially.		and inferential text meaning?	0		
*Students will infer meaning from a tex		xt.	*How can I infer meaning from a te	ext?		
Nex	t step, create assessn	nents a	nd engaging learning experiences			

Content Area	English				
Grade/Course	9th and 10th/English I and II				
Unit of Study					
Duration of Unit	9 weeks				
			r Highlight the SKILLS that studen	ts need to be	
able to do and UNI	DERLINE the CONCEPT	Γ S that s	tudents need to know.		
ELACC9-10RL2: D	etermine a <u>theme</u> or <u>c</u>	central i	<u>dea</u> of a text and analyze in detail it	s development	
	-		ges and is shaped and refined by sp	ecific details;	
provide an objectiv	ve summary of the text				
-	kills	(Concepts	DOK Level /	
	be able to do)		what students need to know)	Bloom's	
*Determine		*Them	le	*Level 2	
*Analyze		*Devel	opment of theme	*Level 3	
Tillary ZC		Devel	opinient of theme	Levers	
*Summarize		*Centr	al Idea	*Level 1	
		*Sumn	nary of text		
Step 5: Determin	e BIG Ideas (enduring	ξ	Step 6: Write Essential Question	ns (these guide	
	udents will remember l		instruction and assessment for all		
after the unit of stu	ıdy)		ideas are answers to the essential questions)		
*Students will dete			*How do I determine the theme of		
	lyze the theme develop		*How do I analyze the development	nt of theme of a	
	vide an objective summ	hary of	text?		
a text.			*How do I summarize a text?		
No	t stan craata assass	nonte a	nd ongaging loarning ovnorion co		
Nex	a step, create assessi	nents al	nd engaging learning experiences		

Content Area	English				
Grade/Course	9th and 10th/English I and II				
Unit of Study					
Duration of Unit	9 weeks				
			r Highlight the SKILLS that studen	ts need to be	
able to do and UNI	DERLINE the CONCEPT	FS that s	tudents need to know.		
ELACC-RI3: Analy	ze how the author unf	olds an <u>a</u>	analysis or series of ideas or events,	including the	
	•	they are	introduced and developed, and the	connections	
that are drawn bet	ween them.				
	L-111 -		Company		
_	kills	6	Concepts	DOK Level / Bloom's	
(what must	be able to do)	(((what students need to know)	BIOOIII S	
		*Ном (arch author we read has a unique	Level 3	
 Analyze aut 	hor's style		*How each author we read has a unique Level 3 style and craft in creating his/her work.		
	inections between		*As we read, we need to attend to the		
points.		details and the ideas to understand the			
perme		connections the author makes in the			
		text.			
Sten 5: Determin	e BIG Ideas (enduring	<u>ן</u> ז	Step 6: Write Essential Question	ns (these guide	
	idents will remember l		instruction and assessment for all		
after the unit of stu			ideas are answers to the essential	0	
	55			1 5	
			*How do readers identify and understand the		
Close Reading		complex ideas or events presented in a text?			
Annotating a text		*How does analysis of the ideas/e			
• Understanding the context of a work		work	connections between them help a	reader gain	
			more understanding from a text?		
Nos	t sten create assess	nents a	nd engaging learning experiences	•	
Nex	a siep, ci cate assessi	nents al	in engaging lear ning experiences		

a						
Content Area	English	. .				
Grade/Course	9th and 10th/English	9th and 10th/English I and II				
Unit of Study						
Duration of Unit	9 weeks					
Insert a standard b	elow (include code). C	IRCLE o	r Highlight the SKILLS that studen	ts need to be		
able to do and UNI	DERLINE the CONCEP	ΓS that s	tudents need to know.			
ELAGSE9-10RI8:	Delineate and evaluat	e the ar	gument and specific claims in a text,	assessing		
			s relevant and sufficient; identify fal			
and fallacious reas	-	nachtee h				
una fanacious i cus	onnig.					
	1-111 -		Concernt			
-	kills		Concepts	DOK Level /		
(what must	be able to do)	()	what students need to know)	Bloom's		
	luate argument and	-	nents and claims	Level 3		
claims			* Reasoning			
*Assess reasoning	and evidence	* False	Statements/Fallacious Reasoning			
Ston E. Dotomin	e BIG Ideas (enduring	- -	Stop 6. Write Ecceptial Question	na (thaga guida		
-	idents will remember l	-	Step 6: Write Essential Question			
0		long	instruction and assessment for all tasks. The big ideas are answers to the essential questions)			
after the unit of stu	ldy)		ideas are answers to the essential	questions		
			How do as a set do do t			
A (C)			How does a reader determi			
	traces and evaluates s	-	claim and evaluate his or he	0		
	idity and relevancy as	well as	How does a reader determi			
identifies any falla	cious reasoning.		evidence presented is valid			
			reasonable? How does a reader determine			
			if an author's evidence is ba	ased on false		
			statements?			
		_				
Nex	tt step, create assessn	nents ai	nd engaging learning experiences			

Content Area	English					
Grade/Course		9th and 10th/English I and II				
Unit of Study						
Duration of Unit	9 weeks					
			r Highlight the SKILLS that studen	ts need to be		
able to0 do and UN	IDERLINE the CONCEP	PTS that	students need to know.			
ELAGSE9-10W1:	Write arguments to sup	oport cla	ims in an analysis of substantive to	pics or texts,		
using valid reason	ing and relevant and su	ifficient	evidence.			
_	Skills Concepts DOK Level /					
	t be able to do)		what students need to know)	Bloom's		
	gos, ethos to develop		rstanding of pathos, logos, ethos	_		
and support argun		*Know	vledge of logical fallacies	Level 4		
*Integrate evidence						
	it in an organized and					
well-supported es	say.					
Step 5: Determin	e BIG Ideas (enduring	3	Step 6: Write Essential Question	1s (these guide		
U	udents will remember l	long	instruction and assessment for all tasks. The big			
after the unit of stu	udy)		ideas are answers to the essential	questions)		
			*How do the audience and purpose	e influence the		
	irn how to consider a		structure of an argument?			
address appropriately the audience and			*In what ways should an argumen	t appeal to an		
purpose when fra	aming an argument.		audience to be effective?			
			*How does a writer determine the	appropriate		
			evidence to use in an argument?			
Next step, create assessments and engaging learning experiences						

Content Area English							
Grade/Course		9th and 10th/English I and II					
Unit of Study	9th and 10th/Elightin						
Duration of Unit	9 wools	9 weeks					
Insert a standard h	elow (include code) (IRCLEO	r Highlight the SKILLS that studen	ts need to be			
			tudents need to know.				
				1			
	, ,	-	texts to examine and convey completion				
· ·	c c	urately	through the effective selection, orga	anization, and			
analysis of content							
	kills		Concepts	DOK Level /			
(what must	be able to do)	()	what students need to know)	Bloom's			
*Iloo tho uniting as	acces to greate	*11	to organize ideas and develop	Level 4			
*Use the writing pr	ve/explanatory texts.		to organize ideas and develop Affectively for the reader to	Level 4			
*Analyze complex			5				
them effectively.	iueas allu uiscuss	understand.					
them enectively.		110 00 0	*How to analyze complex information.				
-	e BIG Ideas (enduring		Step 6: Write Essential Question				
0	idents will remember l	ong	instruction and assessment for all				
after the unit of stu	lay		ideas are answers to the essential	questions			
*Studente will be a	ble to analyze and expl	ain	• How can an author use litera	ry techniques to			
complex ideas in w	5 1	am	develop a character?	u y teeninques to			
	able to convey informat	tion	 How does text analysis enhance 	nce students'			
	ely through the effective		understanding of characteriza				
	tion, and analysis of co						
selection, organization, and analysis of content.							
Nex	t step, create assessn	nents ai	nd engaging learning experiences	5			

Content Area	English					
Grade/Course		9th and 10th/English I and II				
Unit of Study		, 0				
Duration of Unit	9 weeks	9 weeks				
able to do and UNI	DERLINE the CONCEPT	FS that s				
			<u>ting</u> in which the d <u>evelopment</u> , <u>orga</u>	<u>inization</u> , and		
	ate to <u>task</u> , p <u>urpose</u> , an	a <u>audier</u>	<u>1c</u> e.			
	kills		Concepts	DOK Level /		
	t be able to do)		what students need to know)	Bloom's		
*Produce		*Devel		Level 4		
	e BIG Ideas (enduring		Step 6: Write Essential Question			
Ŭ	udents will remember l	long	instruction and assessment for all tasks. The big			
after the unit of stu	ıdy)		ideas are answers to the essential questions)			
*Students will produce clear and coherent writing. *Students will produce writing in which the development, organization, and style are task, purpose, and audience appropriate. *How do I produce clear and coh *How can I develop and organiz ensure it is task, purpose, and au appropriate?		ny writing to ience				
Nex	kt step, create assessn	nents a	nd engaging learning experiences	5		

Content Area	English			
Grade/Course	9th and 10th/English I and II			
Unit of Study				
Duration of Unit	9 weeks			
	elow (include code). C DERLINE the CONCEPT		or Highlight the SKILLS that studen students need to know.	ts need to be
 ELACC9-10L1:Demonstrate command of the standards of standard English grammar and usage when writing or speaking. a. Use parallel structure b. Use various types of phrases(noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing presentations. 				
S	kills		Concepts	DOK Level /
(what must	be able to do)	(what students need to know)	Bloom's
Demonstrat	te	•	Standard English grammar and usage Parallel structure Various types of phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute Clauses: independent, dependent, noun, relative, adverbial	Level 2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Question instruction and assessment for all ideas are answers to the essential	tasks. The big	

 Students will demonstrate standard English grammar and usage in writing and speaking. Students will understand and use parallel structure Students will be able to identify and sue various types of phrases in their writing Students will be able to identify and use various types of clauses in their writing 	 How can I demonstrate a command of Standard English grammar and usage in my writing and my speaking? How can I identify and use parallel structure in my writing? How can I identify and use various types of phrases to add variety and interest to my writing or presentations? How can I identify and use various types of clauses to add variety and interest to my writing or presentations?
Next step, create assessments ar	nd engaging learning experiences

			Ior itizeu Stanuarus				
Content Area	English						
Grade/Course	9th and 10th/English	I and I	[
Unit of Study							
Duration of Unit	9 weeks	9 weeks					
Insert a standard b	elow (include code). C	IRCLE o	r Highlight the SKILLS that studen	ts need to be			
able to do and UNE	DERLINE the CONCEPT	ΓS that s	tudents need to know.				
phrases, sufficient level; demonstrate	for reading, writing, sp	eaking, ering vo	eral academic and domain-specific w and listening at the college and care cabulary knowledge when consider n	er readiness			
S	kills		Concepts	DOK Level /			
	be able to do)	6	what students need to know)	Bloom's			
*Acquire		(((((((((((((((((((what students heed to KHOW	Diooin 3			
• Use		•	General academic and domain specific	Level 3			
Demonstrate		_	words and phrases				
Demonstrate				Level 4			
		•	Independence in gathering vocabulary knowledge				
-	e BIG Ideas (enduring Idents will remember l Idy)	-	Step 6: Write Essential Question instruction and assessment for all ideas are answers to the essential	tasks. The big			
	d use academic and domai ant to comprehension and		How does one select key vocabulary sp in writing and speaking? How does one understand key vocabula or when listening for comprehension?				

Content Area	English						
Grade/Course	ů.	9th and 10th/English I and II					
Unit of Study			-				
Duration of Unit	9 weeks	9 weeks					
Insert a standard b	elow (include code). C	IRCLE o	r Highlight the SKILLS that studen	ts need to be			
			students need to know.				
				adia ar farmata			
			<u>nformation</u> presented in diverse me ne <u>credibility</u> and <u>accuracy</u> of each s				
(e.g. visually, quali	titatively, orally j eval t	ating u	The <u>credibility</u> and <u>accuracy</u> of each s	ource.			
C	kills		Componeto				
		6	Concepts	DOK Level / Bloom's			
	t be able to do)	(what students need to know)	DIUUIII S			
	ources of information edibility and		Multiple sources of information	Level 3			
accuracy of	-	•	Diverse media or formats	Level 5			
accuracy of	Credibility Level 4						
			Accuracy of source				
		•	neediacy of source				
Step 5: Determin	e BIG Ideas (enduring	2	Step 6: Write Essential Question	ns (these guide			
understandings stu	udents will remember	long	instruction and assessment for all	tasks. The big			
after the unit of stu	ıdy)		ideas are answers to the essential	questions)			
	integrate multiple source		 How can I integrate multiple so 				
	n diverse media or format	-	information in diverse media o				
	evaluate the credibility ar		How can I evaluate the credibil	ity and accuracy			
accuracy of n	nultiple sources of information	ation	of a source?				
Nor	t ston anosto assess	nonta a	nd ongoging loopning ownerion as				
Nex	a step, create assessr	nents al	nd engaging learning experiences				

Content Area	English
Grade/Course	9th and 10th/English I and II
Unit of Study	All
Duration of Unit	

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELAGSE9-10L5: Demonstrate <u>understanding of figurative language</u>, <u>word relationships</u>, and <u>nuances</u> in word meanings.

c. Interpret<u>figures of speech (e.g. euphemism, oxymoron)</u> in context and analyze their role in the text.

d. Analyze <u>nuances</u> in the meaning of words with similar denotations.

Skills	Concepts	DOK Level /
Skills (what must be able to do) Demonstrate Interpret Analyze	 Concepts (what students need to know) Understanding of figurative language Understanding of word relationships Understanding of nuances in word meanings Figures of speech (role in the text) Nuances in meaning of words with similar denotations 	DOK Level / Bloom's Level 2 Level 3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)				
 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Students will interpret figures of speech and analyze their role in the text. Students will analyze nuances in the meaning of words with similar denotations. 	 How do I determine the figurative and connotative meanings of words and phrases in a text? How do words and phrases impact an author's meaning and tone? 				
Next step, create assessments and engaging learning experiences					

Content Area	English					
Grade/Course	9th and 10th/English I and II					
Unit of Study	All					
Duration of Unit						
Insert a standard below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. ELAGSE9-10L6 : Acquire and use correctly general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.						
S	kills		Concepts	DOK Level /		
_	be able to do)	(what students need to know)	Bloom's		
 Acquire Apply Examine 		•	Acquire or review foundational roots, prefixes, and suffixes Apply knowledge of literal and figurative meaning Examine author's purpose in word choice	Level 2 Level 3		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)				
 Students will use accurately domain-specific words and phrases. Students will locate and use context clues within a text to gather vocabulary. Students will uses resources to understand the meaning of a word or phrase important to comprehension or expression. 		 How do I determine when to use formal diction? How does word choice affect meaning? 				
Next step, create assessments and engaging learning experiences						

Content Area	English					
Grade/Course	9th and 10th/English	Land I	1			
Unit of Study						
Duration of Unit	9 weeks					
Insert a standard b	elow (include code). C	IRCLE o	r Highlight the SKILLS that studen	ts need to be		
	DERLINE the CONCEPT		0 0			
FLACSE0.10SL3.	Evaluate a speaker's p	oint of y	<u>riew,</u> reasoning, and use of <u>evidence</u>	and rhetoric		
			ated or distorted evidence.	and <u>metone</u> ,		
	nacious, reasoning, or v	-Auggert				
			•	DOW 1 (
-	kills		Concepts	DOK Level /		
	t be able to do)	· · · ·	what students need to know)	Bloom's		
• Evaluate			ker's point of view			
 Identify 		* Reasoning * Use of evidence		Level 4		
			f rhetoric			
			cious reasoning	Level 2		
			gerated or distorted evidence			
		пладе				
Step 5: Determin	e BIG Ideas (enduring	<u>,</u>	Step 6: Write Essential Question	is (these guide		
-	udents will remember l		instruction and assessment for all tasks. The big			
after the unit of stu		- 0	ideas are answers to the essential	0		
	57			1 ,		
 Students will 	evaluate a speaker's point	t of	 How can I evaluate a speaker's 	point of view?		
view, reasoni	ing, and use of evidence a	nd	• How can I evaluate a speaker's reasoning?			
rhetoric.		• How can I evaluate a speaker's use of				
• Students will identify any fallacious		evidence and rhetoric?				
reasoning or exaggerated or distorted		How can I identify any fallacious				
evidence.		reasoning or exaggerated or distorted				
		evidence?				
Next step, create assessments and engaging learning experiences						