

Unit Plan by Prioritized Standards

Content Area	English	
Grade/Course	9th and 10th/English I and II	
Unit of Study		
Duration of Unit	9 weeks	
<p>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.</p>		
<p>ELACC9-10RL1: Cite strong and thorough <u>textual evidence</u> to support analysis of what the <u>text</u> says explicitly as well as <u>inferences</u> drawn from the text.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Cite	*Textual evidence	*Level 3
*Support	*Explicit text meaning and inferential text meaning	*Level 4
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)
<p>*Students will cite text appropriately. *Students will support analysis of what the text says explicitly and inferentially. *Students will infer meaning from a text.</p>		<p>*How do I cite textual evidence appropriately? *How can I support text analysis using explicit and inferential text meaning? *How can I infer meaning from a text?</p>
Next step, create assessments and engaging learning experiences		

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Content Area	English	
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Unit of Study		
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<p>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.</p>		
<p>ELACC9-10RL2: Determine a <u>theme</u> or <u>central idea</u> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Determine	*Theme	*Level 2
*Analyze	*Development of theme	*Level 3
*Summarize	*Central Idea	*Level 1
	*Summary of text	
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)
<ul style="list-style-type: none"> *Students will determine a theme. *Students will analyze the theme development *Students will provide an objective summary of a text. 		<ul style="list-style-type: none"> *How do I determine the theme of a text? *How do I analyze the development of theme of a text? *How do I summarize a text?
Next step, create assessments and engaging learning experiences		

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Unit of Study		
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<p>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.</p>		
<p>ELACC-RI3: Analyze how the author unfolds an <u>analysis</u> or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> ● Analyze author's style ● Identify connections between points. 	<p>*How each author we read has a unique style and craft in creating his/her work. *As we read, we need to attend to the details and the ideas to understand the connections the author makes in the text.</p>	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)
<ul style="list-style-type: none"> ● Close Reading ● Annotating a text ● Understanding the context of a work 		<p>*How do readers identify and understand the complex ideas or events presented in a text? *How does analysis of the ideas/events and the connections between them help a reader gain more understanding from a text?</p>
Next step, create assessments and engaging learning experiences		

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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.		
ELAGSE9-10RI8: Delineate and evaluate the <u>argument</u> and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Delineate and evaluate argument and claims *Assess reasoning and evidence	*Arguments and claims * Reasoning * False Statements/Fallacious Reasoning	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)
An effective reader traces and evaluates specific claims for their validity and relevancy as well as identifies any fallacious reasoning.		How does a reader determine an author's claim and evaluate his or her reasoning? How does a reader determine if the evidence presented is valid and reasonable? How does a reader determine if an author's evidence is based on false statements?
Next step, create assessments and engaging learning experiences		

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Duration of Unit	9 weeks	
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.		
ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Utilize pathos, logos, ethos to develop and support arguments *Integrate evidence from sources *Develop argument in an organized and well-supported essay.	*Understanding of pathos, logos, ethos *Knowledge of logical fallacies	Level 4
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 learn how to consider and address appropriately the audience and purpose when framing an argument.		*How do the audience and purpose influence the structure of an argument? *In what ways should an argument appeal to an 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		

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Unit of Study		
Duration of Unit	9 weeks	
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.		
ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Use the writing process to create effective informative/explanatory texts. *Analyze complex ideas and discuss them effectively.	*How to organize ideas and develop them effectively for the reader to understand. *How to analyze complex information.	Level 4
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 be able to analyze and explain complex ideas in written form. * Students will be able to convey information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> ● How can an author use literary techniques to develop a character? ● How does text analysis enhance students' understanding of characterization? 	
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Unit of Study		
Duration of Unit	9 weeks	
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.		
ELACC9-10W4: Produce <u>clear and coherent writing</u> in which the <u>development</u> , <u>organization</u> , and <u>style</u> are appropriate to <u>task</u> , <u>purpose</u> , and <u>audience</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Produce	*Clear and coherent writing *Development *Organization *Style *Task *Purpose *Audience	Level 4
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 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 coherent writing? *How can I develop and organize my writing to ensure it is task, purpose, and audience appropriate?
Next step, create assessments and engaging learning experiences		

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Grade/Course	9th and 10th/English I and II	
Unit of Study		
Duration of Unit	9 weeks	
<p>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.</p>		
<p>ELACC9-10L1:Demonstrate command of the standards of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use <u>parallel structure</u> b. Use various types of <u>phrases</u>(noun, verb, adjectival, participial, prepositional, and absolute) and <u>clauses</u> (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing presentations. 		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> ● Demonstrate 	<ul style="list-style-type: none"> ● 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
<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>		<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>

- 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 use 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 and engaging learning experiences

Unit Plan by Prioritized Standards

Content Area	English
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Unit of Study	
Duration of Unit	9 weeks

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 accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Acquire • Use • Demonstrate	<ul style="list-style-type: none"> • General academic and domain specific words and phrases • Independence in gathering vocabulary knowledge 	Level 3 Level 4

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)
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One must acquire and use academic and domain-specific words important to comprehension and expression.	How does one select key vocabulary specific to purpose in writing and speaking? How does one understand key vocabulary within a text or when listening for comprehension?
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Unit of Study		
Duration of Unit	9 weeks	
<p>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.</p>		
<p>ELAGSE9-10SL2: Integrate <u>multiple sources of information</u> presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the <u>credibility</u> and <u>accuracy</u> of each source.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> ● Integrate sources of information ● Evaluate credibility and accuracy of a source 	<ul style="list-style-type: none"> ● Multiple sources of information ● Diverse media or formats ● Credibility ● Accuracy of source 	<p>Level 3</p> <p>Level 4</p>
<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>		<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
<ul style="list-style-type: none"> ● Students will integrate multiple sources of information in diverse media or formats. ● Students will evaluate the credibility and accuracy of multiple sources of information 		<ul style="list-style-type: none"> ● How can I integrate multiple sources of information in diverse media or formats? ● How can I evaluate the credibility and accuracy of a source?
<p>Next step, create assessments and engaging learning experiences</p>		

Unit Plan by Prioritized Standards

Content Area	English	
Grade/Course	9th and 10th/English I and II	
Unit of Study	All	
Duration of Unit		
<p>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.</p>		
<p>ELAGSE9-10L5: Demonstrate <u>understanding of figurative language, word relationships, and nuances</u> in word meanings. c. Interpret <u>figures of speech</u> (e.g. euphemism, oxymoron) in context and analyze their role in the text. d. Analyze <u>nuances</u> in the meaning of words with similar denotations.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> ● Demonstrate ● Interpret ● Analyze 	<ul style="list-style-type: none"> ● 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 	<p>Level 2</p> <p>Level 3</p>

<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>	<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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?
<p>Next step, create assessments and engaging learning experiences</p>	

Unit Plan by Prioritized Standards

Content Area	English	
Grade/Course	9th and 10th/English I and II	
Unit of Study	All	
Duration of Unit		
<p>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.</p>		
<p>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.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> ● Acquire ● Apply ● Examine 	<ul style="list-style-type: none"> ● Acquire or review foundational roots, prefixes, and suffixes ● Apply knowledge of literal and figurative meaning ● Examine author's purpose in word choice 	<p>Level 2</p> <p>Level 3</p>
<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>		<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
<ul style="list-style-type: none"> ● 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. 		<ul style="list-style-type: none"> ● How do I determine when to use formal diction? ● How does word choice affect meaning?
<p>Next step, create assessments and engaging learning experiences</p>		

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Unit of Study		
Duration of Unit	9 weeks	
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.		
ELAGSE9-10SL3: Evaluate a speaker’s <u>point of view</u> , reasoning, and use of <u>evidence</u> and <u>rhetoric</u> , identifying any fallacious, reasoning, or exaggerated or distorted evidence.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"> ● Evaluate ● Identify 	<ul style="list-style-type: none"> * Speaker’s point of view * Reasoning * Use of evidence * Use of rhetoric * Fallacious reasoning * Exaggerated or distorted evidence 	Level 4 Level 2
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)
<ul style="list-style-type: none"> ● Students will evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. ● Students will identify any fallacious reasoning or exaggerated or distorted evidence. 		<ul style="list-style-type: none"> ● How can I evaluate a speaker’s point of view? ● How can I evaluate a speaker’s reasoning? ● How can I evaluate a speaker’s use of evidence and rhetoric? ● How can I identify any fallacious reasoning or exaggerated or distorted evidence?
Next step, create assessments and engaging learning experiences		

