

## Grade 10 ELA Pacing Guide

Unit 1: The Search for Meaning (Epics, Myths, Legends) Archetypes/Persuasion	Unit 2: Individual's Role in Society	Unit 3: Rhythm of Life (Drama and Poetry)	Unit 4: Border Crossing/Persuasion (Ethics and Governments Around the World)
<b>Power Standards:</b> ELACC9-10W1 ELACC9-10W4 ELACC9-10L6 ELACC9-10L1 ELACC9-10RL1	<b>Power Standards:</b> ELACC9-10SL1 ELACC9-10RI1 ELACC9-10L6 ELACC9-10SL4 ELACC9-10RL4 ELACC9-10RI8	<b>Power Standards:</b> ELACC9-10RL4 ELACC9-10RL1 ELACC9-10W6 ELACC9-10L6 ELACC9-10SL4	<b>Power Standards:</b> ELACC9-10RI8 ELACC9-10RL1 ELACC9-10L6 ELACC9-10SL3 ELACC9-10W1 ELACC9-10W2 ELACC9-10RL4
<b>Supporting Standards:</b> ELACC9-10RL7 ELACC9-10RL9 ELACC9-10RL10 ELACC9-10RI4 ELACC9-10RI10 ELACC9-10W10 ELACC9-10SL6 ELACC9-10L2 ELACC9-10RL2 ELACC9-10RL3 ELACC9-10RI6	<b>Supporting Standards:</b> ELACC9-10RL2 ELACC9-10RL5 ELACC9-10RL6 ELACC9-10RL7 ELACC9-10RL10 ELACC9-10RI4 ELACC9-10RI10 ELACC9-10W10 ELACC9-10W3 ELACC9-10W6 ELACC9-10W7 ELACC9-10SL5 ELACC9-10L2 ELACC9-10L5 ELACC9-10RI5 ELACC9-10RI6	<b>Supporting Standards:</b> ELACC9-10RL3 ELACC9-10RL10 ELACC9-10RI1 ELACC9-10RI3 ELACC9-10RI4 ELACC9-10RI10 ELACC9-10W5 ELACC9-10W7 ELACC9-10W9 ELACC9-10W10 ELACC9-10L2	<b>Supporting Standards:</b> ELACC9-10RI4 ELACC9-10RI5 ELACC9-10RL10 ELACC9-10RI6 ELACC9-10RI7 ELACC9-10RI10 ELACC9-10W7 ELACC9-10SL2 ELACC9-10L2 ELACC9-10L3 ELACC9-10RI6
<b>Extended Text:</b> <i>Oedipus Rex</i> <i>Julius Caesar</i> <i>Macbeth</i> <i>Antigone</i>	<b>Extended Text:</b> <i>Walden</i> <i>Winesburg, OH</i> <i>The Princess Bride</i> <i>The Book Thief</i> <i>Brave New World</i>	<b>Extended Text:</b> <i>Oedipus Rex</i> <i>Julius Caesar</i> <i>Macbeth</i> <i>Antigone</i> <i>Twelve Angry Men</i>	<b>Extended Text:</b> <i>Into Thin Air</i> <i>A Brave New World</i> <i>The Book Thief</i> <i>Memoirs of a Boy Soldier</i>

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	<i>Lord of the Flies</i>		
<b>Short Text Literary:</b> <ul style="list-style-type: none"> <li><i>There comes a time when people get tired</i> by Dr. Martin Luther King, Jr.</li> <li><i>Eulogy for Martin Luther King, Jr.</i> by Robert F. Kennedy</li> </ul> <b>Short Text Informational</b> (including primary/secondary source documents): <ul style="list-style-type: none"> <li>Analyzing an Author's Argument</li> </ul> <i>A Big-Name Brutus in a Caldron of Chaos</i> by Ben Brantley (text book)  Various articles on Greek mythology and theater Birth of a Legend by Stephen Lyons  Real Princess—A Portrait of Pocahontas	<b>Short Text Literary:</b> <i>"The Pedestrian"</i> by Ray Bradbury  <i>"By the Waters of Babylon"</i> by Stephen Vincent Benet  <i>"The Possibility of Evil"</i> by Shirley Jackson  <i>"The Bet"</i> by Anton Chekov  The Trip The Story Teller The Last Leaf The Bet Hills like White Elephants A Very Old Man with Enormous Wings The Handsomest Drowned Man Housepainting The Masque of the Red Death Through the Tunnel <ol style="list-style-type: none"> <li>"Through the Tunnel" by Lessing</li> <li>"And of Clay Are We Created" by Allende</li> <li>"A&amp;P" by Updike</li> <li>"The Girls in Their Summer Dresses" by Shaw</li> <li>"In a Grove" by Akutagawa</li> <li>"By the Waters of Babylon" by Benet</li> <li>"A Very Old Man with Enormous Wings" by Marquez</li> </ol>	<b>Short Text Literary:</b> The Brute- A Joke in One Act Various Sonnets Sonnets (Shakespeare and Petrarch) Lord Randall Astrophel and Stella Ode on the Death of a Favorite Cat Thomas Gray Ode to a Grecian Urn Elegy for Jane Do not Go Gentle into that Good Night The Tyger Because I could not Stop for Death The Sheaves A Noiseless Spider Morning Song How Poetry Comes to Me The Death of the Ball Turret Gunner Musee de Beaux Arts On Reading Poems to a Senior Class at South High As I Walked Out One Evening Folsom Prison Blues  <b>Short Text Informational</b> (including primary/secondary source documents):  Articles / essays on Shakespeare	<b>Short Text Literary:</b> <i>From the Kite Runner</i> by Khaled Hosseini <i>My First Free Summer</i> by Julia Alvarez <i>Exile</i> (poem) by Julia Alvarez Into the Electronic Millennium Excerpt from Natural Selection The Singer Solution to World Poverty I Want a Wife Marrying Absurd The Wound in the Face You Are What You Say You Are A Modest Proposal There is no Unmarked Woman On Dumpster Diving What's Wrong With Animal Rights?  <b>Short Text Informational</b> (including primary/secondary source documents):  <i>Islam in America</i> by Patricia Smith <i>Mission Katrina</i> by Sean Price <i>From 102 Minutes</i> by Jim Dwyer and Kevin Flynn <i>Escape from Afghanistan</i> by Tamim Ansary  Articles relating to persuasive topics

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	<p><b><u>Poetry</u></b></p> <p>“The Road Not Taken” by Robert Frost</p> <p>“Television” by Roald Dahl</p> <p>“No Man is an island” by John</p> <p><b>Short Text Informational</b> (including primary/secondary source documents):</p> <p>Jane Goodall’s from In the Shadow of Man</p> <p>Essays on the impact of media and technology on society</p> <p>Explore Cause and Effect</p> <p>MLK’s Legacy: An Interview with Congressman John Lewis</p> <ol style="list-style-type: none"> <li>1. <i>from Into Thin Air</i> by Krakauer</li> <li>2. “Nature” by Emerson</li> <li>3. “Self-Reliance” by Emerson</li> <li>4. “The Battle with Mr. Covey” by Douglass</li> <li>5. <i>from Black Boy</i> by Richard Wright</li> </ol>	<p>Literary criticism on Shakespeare</p> <p>Poetry for Everyday Life</p> <p>By <a href="#">DAVID BROOKS</a> Ny times</p> <p>This Is Your Brain on Metaphors</p> <p>By <a href="#">ROBERT SAPOLSKY</a> NY Times</p>	
<p><b>Common Formative Assessments:</b></p> <p>Response to literature, blog/discussion, tiered</p>	<p><b>Common Formative Assessments:</b></p> <p>Response to literature, blog/discussion, tiered</p>	<p><b>Common Formative Assessments:</b></p> <p>Response to literature, blog/discussion, tiered</p>	<p><b>Common Formative Assessments:</b></p> <p>Annotation logs, vocabulary chart, application assignments,</p>

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assignment, literary circle, annotation logs, Socratic seminars Notes, summaries, process journals, and short responses across all genres, response journals, learning logs, exit slips, admit slips, inquiry logs, double entry logs, study guides, prose forms, RAFT writing, discussion board, evaluative questions, SPAWN writing, Word Splash, Stop/Drop/Write, WRAP, etc.	assignment, literary circle, annotation logs, Socratic seminars Notes, summaries, process journals, and short responses across all genres, response journals, learning logs, exit slips, admit slips, inquiry logs, double entry logs, study guides, prose forms, RAFT writing, discussion board, evaluative questions, SPAWN writing, Word Splash, Stop/Drop/Write, WRAP, etc.	assignment, literary circle, annotation logs, Socratic seminars Notes, summaries, process journals, and short responses across all genres, response journals, learning logs, exit slips, admit slips, inquiry logs, double entry logs, study guides, prose forms, RAFT writing, discussion board, evaluative questions, SPAWN writing, Word Splash, Stop/Drop/Write, WRAP, etc.	advertising analysis assignments, Socratic seminar, Notes, summaries, process journals, and short responses across all genres, response journals, learning logs, exit slips, admit slips, inquiry logs, double entry logs, study guides, prose forms, RAFT writing, discussion board, evaluative questions, SPAWN writing, Word Splash, Stop/Drop/Write, WRAP, etc.
<b>Integrated Writing Tasks:</b> Reading Response Practice GHGWT persuasive essay Expository comparing and contrasting of readings Synthesize gathered information for a writing prompt	<b>Integrated Writing Tasks:</b> Response to literature Creative writing project (any genre)	<b>Integrated Writing Tasks:</b> Character Analysis Poetry Explication	<b>Integrated Writing Tasks:</b> Research Paper Letter to Editor Expository Analysis of Advertisements
<b>Evidence from or reference to texts should be included in all writing</b>			
<b>Speaking and Listening Tasks:</b> Socratic Seminars, whole group discussion, fishbowl discussion, discussion groups, video documentary, oratorical contest, etc...	<b>Speaking and Listening Tasks:</b> Socratic Seminars, Formal presentation	<b>Speaking and Listening Tasks:</b> Author Biographical Informal Presentations, Socratic Seminars, whole group discussion, fishbowl discussion, discussion groups, video documentary, oratorical contest	<b>Speaking and Listening Tasks:</b> Persuasive Speech, Formal Debate Socratic Seminars, whole group discussion, fishbowl discussion, discussion groups, video documentary, oratorical contest
<b>Academic Vocabulary:</b> Theme, diction, style, point-of-view, allusion, symbolism epic, archetype, tragic hero, allegory, formal and informal writing, irony, mood, tone, parable, alliteration, connotation, denotation, consonance,	<b>Academic Vocabulary:</b> Figurative language, imagery, sensory detail, tone, clause, diction, style, purpose, plot, setting, theme, character development, point-of-view, symbolism, commercial and	<b>Academic Vocabulary:</b> Hyperbole, irony, fixed verse (sonnets/ballads), foreshadowing, Couplet, iambic pentameter, elegy, monologue, tragedy, comedy, aside, soliloquy, metonymy. tragic hero, foil	<b>Academic Vocabulary:</b> Audience, bias, perspective, rhetoric, assertion, fallacy, counter argument, bandwagon, red herring, causation, stereotypes, ethos, pathos, logos MLA Format Thesis

## Grade 10 ELA Pacing Guide

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assonance, prose, dialect, personification	literary fiction, conventional and unconventional plots	extended metaphor, satire, parody, in medias res	Annotate Exposition/Expository Transition Organization Evidence Revise Citation Credibility Header/Footer Qualitative Quantitative
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<b>Content Area</b>	ELA	
<b>Grade/Course</b>	9 - 10	
<b>Unit of Study</b>		
<b>Duration of Unit</b>		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10L6 <b>Acquire</b> and <b>use</b> accurately <u>general academic and domain specific words and phrases</u> , sufficient for reading, writing, speaking, and listening at the college and career readiness level; <b>demonstrate</b> <u>independence in gathering vocabulary knowledge</u> when considering a word or phrase important to comprehension or expression.		
<b>Skills</b> (what students must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>Acquire</li> <li>Use</li> <li>Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>General academic and domain specific words and phrases</li> <li>Independence in gathering vocabulary knowledge</li> </ul>	DOK: 2 Application
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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?

ELACC9-10L6 Further Explanation																			
<b>Skills/Concepts for Students:</b> <ul style="list-style-type: none"> <li>• Be independent and proactive in the acquisition of new and ever more sophisticated vocabulary</li> <li>• Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary</li> <li>• Understand and apply knowledge of the concepts of literal and figurative meaning</li> <li>• Differentiate between situations that require formal diction and those that do not</li> <li>• Examine author's purpose in word choice and be aware of your own purpose when choosing language</li> <li>• Analyze the cumulative effect of diction on a text</li> </ul>																			
<b>Strategies for Teachers:</b> <ul style="list-style-type: none"> <li>• Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each</li> <li>• Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary</li> <li>• Use both figurative/connotative language and literal/concrete language in lecture and discussion</li> </ul>																			
<b>Sample Task for Integration:</b> See sample tasks provided for ELACC9-10L1 through ELACC9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices																			
<b>Recommended Vocabulary for Teaching and Learning:</b> <table> <tr> <td>Figurative</td><td>Connotative</td><td>Literal</td><td>Concrete</td><td>Technical</td></tr> <tr> <td>Academic</td><td>Diction</td><td>Cumulative</td><td>Author's purpose</td><td>jargon</td></tr> <tr> <td>Tone</td><td>Impact</td><td>Vocabulary</td><td>Comprehension</td><td>Domain-specific</td></tr> </table>					Figurative	Connotative	Literal	Concrete	Technical	Academic	Diction	Cumulative	Author's purpose	jargon	Tone	Impact	Vocabulary	Comprehension	Domain-specific
Figurative	Connotative	Literal	Concrete	Technical															
Academic	Diction	Cumulative	Author's purpose	jargon															
Tone	Impact	Vocabulary	Comprehension	Domain-specific															
Next step, create assessments and engaging learning experiences																			

# CCGPS Unwrapped Standard

# Forsyth County Schools

<b>Content Area</b>	ELA		
<b>Grade/Course</b>	9- 10		
<b>Unit of Study</b>			
<b>Duration of Unit</b>			
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.			
ELACC9-10L1 a-b <b>Demonstrate</b> <u>command of the conventions of Standard English grammar and usage when writing or speaking.</u> a - b			
<b>Skills</b> (what students must be able to do)		<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Write</li> <li>• Speak</li> </ul>		<ul style="list-style-type: none"> <li>• Conventions of Standard English               <ul style="list-style-type: none"> <li>-Parallel structure</li> <li>-Types of phrases and clauses</li> </ul> </li> </ul>	DOK: 2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Effective speakers and writers demonstrate knowledge of the conventions of Standard English grammar in both writing and speaking.		Why is it important to properly use the conventions of Standard English grammar when writing and speaking?	



**ELACC9-10L1 a-b**  
**Further Explanation**

**Skills/Concepts for Students:**

- Periodically review and maintain familiarity with common and more sophisticated rules of use, grammar, and conventions in Standard English such as the parts of speech, agreement, antecedents, etc.
- Employ parallel structure in writing for effect, and recognize its use in texts
- Review and employ knowledge of construction of phrases and clauses and use them correctly and effectively to construct varied sentences

**Strategies for Teachers:**

- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- At the 9<sup>th</sup> grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)

**Sample Task for Integration:**

For any major text under consideration by the class, a learning wall may be created where "cheers and jeers" may be posted. Here students can place new and interesting vocabulary, interesting sentences or quotes, exceptions to usage or "mistakes" (such as William Faulkner's run-on sentences or e.e. cummings' lack of capitalization). These entries may be studied holistically after several items have accrued to shed light on an author's voice and style. For those with the site permission to do so, chalkboard paint is available that will turn a wall into a blackboard simply by painting it. Windows are fun to write on with expo markers, which of course wipe right off.

**Recommended Vocabulary for Teaching and Learning:**

Standard	Non-standard	Grammar	Conventions	Noun phrase
Verb phrase	Adjectival phrase	Participial phrase	Prepositional phrase	Absolute phrase
Independent clause	Dependent clause	Noun clause	Relative clause	Adverbial clause
Parallel structure				

**Next step, create assessments and engaging learning experiences**

Content Area	ELA	
Grade/Course	9-10	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10RI8 <b>Delineate</b> and <b>evaluate</b> the <u>argument</u> and specific <u>claims</u> in a text <b>assessing</b> whether the <u>reasoning</u> is valid and the <u>evidence</u> is relevant and sufficient; <b>identify</b> <u>false statements</u> and <u>fallacious reasoning</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"><li>• Delineate</li><li>• Evaluate</li><li>• Assess</li><li>• Identify</li></ul>	<ul style="list-style-type: none"><li>• Arguments and claims</li><li>• Reasoning</li><li>• False Statements/Fallacious Reasoning</li></ul>	DOK: 2, 3, 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)
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?

**ELACC9-10RI8****Further Explanation****Skills/Concepts for Students:**

- Distinguish important facts from extraneous details
- Review the concepts of inductive and deductive reasoning and syllogism
- Be able to identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

**Strategies for Teachers:**

- Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
- Illustrate the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Study commercials, public service announcements, famous speeches, and other strongly persuasive or argumentative texts to illustrate artful use of rhetorical strategies including fallacies
- Have students engage in formal and informal debate
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

**Sample Task for Integration:**

Have students watch an archived presidential debate from a previous election (a recent debate may be engaging and relevant, or a famous historical debate such as the Nixon Kennedy debate may be more academically challenging and instructive. If time permits you may want to view one of each for purposes of comparison and contrast). You will find a wealth of televised debates available for viewing on the internet. After viewing, take a straw poll to determine which candidate the students believe to have been the strongest performer in the debate and discuss the reasons influencing their choice. After the discussion, provide students in small groups with a transcript of the debate (these are also readily available online; every network channel that broadcasts debates provides transcripts online). Have students fact-check assertions made in the transcripts and present a report that statistically profiles the accuracy claims made by the candidates. Conclude this inquiry with a whole-class discussion of factual accuracy versus emotional and visual appeal of the candidates.

**Recommended Vocabulary for Teaching and Learning:**

Audience	Purpose	Claim	Argument	Counter-Claim
Bias	Rhetoric	Proof	Evidence	Support
Fallacy	Logic	Syllogism	Induction	Deduction

**Next step, create assessments and engaging learning experiences**

<b>Content Area</b>	ELA		
<b>Grade/Course</b>	9-10		
<b>Unit of Study</b>			
<b>Duration of Unit</b>			
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.			
<p>ELACC9-10RI1 <b>Cite</b> strong and thorough <u>textual evidence</u> <b>to support</b> <u>analysis</u> of what the text says explicitly as wells as <u>inferences</u> drawn from the text.</p>			
<b>Skills</b> (what students must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>	
<ul style="list-style-type: none"> <li>• Cite</li> <li>• Support</li> <li>• Draw</li> </ul>	<ul style="list-style-type: none"> <li>• Textual Evidence</li> <li>• Analysis</li> <li>• Inferences</li> </ul>	DOK: 2, 3	
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
A good reader cites evidence to support analysis of claims from a text.		How does a reader choose strong and effective textual evidence to support a claim?	

ELACC9-10RI1 Further Explanation				
<b>Skills/Concepts for Students:</b> <ul style="list-style-type: none"> <li>• Read attentively</li> <li>• Distinguish important facts from extraneous details</li> <li>• Recognize how important facts accrue to establish a main idea or prove a point</li> <li>• Make inferences and generalizations based on evidence from one or more reliable sources</li> <li>• Support all claims with evidence</li> <li>• Take notes and annotate texts, both formally and informally</li> </ul>				
<b>Strategies for Teachers:</b> <ul style="list-style-type: none"> <li>• Use multiple reading strategies</li> <li>• Implement a note-taking using a system such as Cornell notes</li> <li>• Teach and require annotation of text</li> <li>• Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion</li> <li>• Practice and scaffold reading informational texts (which may require more reader stamina than narrative text)</li> </ul>				
<b>Sample Task for Integration:</b> Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: <a href="http://stoaca.org/main/sites/default/files/StoaTPRules.pdf">http://stoaca.org/main/sites/default/files/StoaTPRules.pdf</a> .) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day. Questions may include whether global warming is man-made, whether electric cars are feasible for wide-spread use, whether certain vaccinations should be required, or other areas of inquiry defined by the students or instructor. Allow students an allotted amount of time to prepare for the debate. Every piece of evidence introduced during the debate must be accompanied by a citation to a reliable source, and teams will submit annotated works cited lists in APA format. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.				
<b>Recommended Vocabulary for Teaching and Learning:</b>				
Article	Journal	Peer-Review	Periodical	Expository
Informational	Non-fiction	Memoir	Literary non-fiction	Biography
Autobiography	Claim	Support	Evidence	Citation
Next step, create assessments and engaging learning experiences				

Content Area	ELA	
Grade/Course	9-10	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10RI2 <b>Determine</b> a <u>central idea</u> of a <u>text</u> and <b>analyze</b> its <u>development</u> over the course of the text, including how it emerges and is shaped and refined by <u>specific details</u> , provide and <u>objective summary</u> of the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"><li>• Determine</li><li>• Analyze</li></ul>	<ul style="list-style-type: none"><li>• Central Idea</li><li>• Text</li><li>• Development</li><li>• Specific Details</li><li>• Objective Summary</li></ul>	DOK: 2, 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 determines the central idea of a text.  An effective reader analyzes the development of a central idea in a text.  An effective reader is able to provide an objective summary of the text.		How does a reader determine the central idea of a text?  How does a reader analyze the development of a central idea in a text?  How does a reader develop an objective summary of the text?

ELACC9-10RI2 Further Explanation				
<b>Skills/Concepts for Students:</b> <ul style="list-style-type: none"> <li>Practice attentive reading, both independently and within the classroom</li> <li>Distinguish important facts from extraneous details</li> <li>Take notes and annotate texts, both formally and informally</li> <li>Summarize without editorial bias</li> <li>Analyze the way that facts accrue to support a thesis or hypothesis</li> <li>Understand the scientific connotations of proof, theory, hypothesis, and support</li> </ul>				
<b>Strategies for Teachers:</b> <ul style="list-style-type: none"> <li>Choose texts so that at least half of your classroom attentive reading involves informational (non-fiction) text</li> <li>Provide informational texts with clear central ideas logically developed as exemplars</li> <li>Provide opportunities for students to write objective summaries of texts</li> <li>Require students to reverse-engineer outlines of provided texts as well out outlining texts they will write</li> <li>Practice differentiating fact from opinion and important, supporting facts from extraneous ones</li> </ul>				
<b>Sample Task for Integration:</b> Provide students with a selection of scholarly journal articles in a variety of disciplines (for example psychology, biology, anthropology, literary criticism) and a template for assessing the elements and qualities of the texts. Students should be required to note the title, subtitle if any, whether the article has one or multiple authors, whether it is prefaced with an abstract, which manuscript style it uses, and the basic structure of the information presented (chronological, comparison, experiment and results, etc.). After noting the relevant facts about the texts, students will attempt to identify the main idea of each text and provide 3-5 specific items from the text that served to identify and develop that idea. On a chart or simply through discussion, allow students to identify the key differences between texts in each discipline and discuss how certain structural choices are particularly suited to various content areas. Students will compare and discuss their results.				
<b>Recommended Vocabulary for Teaching and Learning:</b>				
Fact	Opinion	Citation	Claim	Inference
Evidence	Informational	Expository	Objective	Subjective
Journal	Abstract	Manuscript style	Peer review	Periodical
Next step, create assessments and engaging learning experiences				

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	9-10	
<b>Unit of Study</b>		
<b>Duration of Unit</b>		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10RL1 <b>Cite</b> strong and thorough <u>textual evidence</u> <b>to support</b> <u>analysis</u> of what the text says explicitly as well as <u>inferences</u> <b>drawn</b> from the text.		
<b>Skills</b> (what students must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>• Cite</li> <li>• Support</li> <li>• Draw</li> </ul>	<ul style="list-style-type: none"> <li>• Textual evidence</li> <li>• Explicit analysis</li> <li>• Inferences</li> </ul>	DOK: 2, 3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
An accomplished reader identifies and cites appropriate evidence to support explicit and inferential analysis of a text.		<p>What is explicit understanding of a text?</p> <p>What is inferential understanding of a text?</p> <p>How do we analyze what the text says?</p> <p>What is strong and thorough evidence?</p> <p>What evidence from the text is necessary to support our analysis?</p>



ELACC9-10RL1 Further Explanation				
<b>Skills/Concepts for Students:</b> <ul style="list-style-type: none"> <li>• Read attentively</li> <li>• Distinguish important facts from extraneous details</li> <li>• Recognize and identify literary elements for analysis (such as diction, tone, imagery, figurative language, etc.)</li> <li>• Make inferences based on textual evidence, including predictions</li> <li>• Support claims with textual evidence</li> <li>• Take notes and annotate texts, both formally and informally</li> </ul>				
<b>Strategies for Teachers:</b> <ul style="list-style-type: none"> <li>• Use multiple reading strategies</li> <li>• Implement a note-taking using a system such as Cornell notes</li> <li>• Teach and require annotation of text</li> <li>• Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion</li> </ul>				
<b>Sample Task for Integration:</b> In order to make inferences and predictions based on textual evidence, students choose a character to role-play in a mock interview. While one student acts as “journalist” from the era and setting of the text, the other student provides an interview in character providing somewhat detailed answers to ten questions (answers are expected to be the length of a brief paragraph). The interview is transcribed into text by the students, who then provide annotations from text to support the appropriateness and rationale of each question and each answer. For example: I asked Romeo whether he had several failed relationships because the text tells us that there had been at least one prior failed relationship with Rosalyn” and “I answered that Rosalyn had been my only relationship prior to Juliet, because Romeo’s risk taking at the celebration and rashness in visiting Juliet’s window seem to indicate immaturity and inexperience.”				
<b>Recommended Vocabulary for Teaching and Learning:</b>				
Annotation	Inference	Diction	Syntax	Tone
Figurative language	Imagery	Text	Genre	Fact
Extraneous	Detail	Evidence	Support	Summary
Next step, create assessments and engaging learning experiences				

Content Area	ELA		
Grade/Course	9-10		
Unit of Study			
Duration of Unit			
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.			
ELACC9-10RL4 <b>Determine</b> the <u>meaning of words and phrases</u> as they are used in the text, including <u>figurative and connotative meanings</u> ; <b>analyze</b> the <u>cumulative impact</u> of specific word choices on <u>meaning and tone</u> .			
<b>Concepts</b> (what students need to know)		<b>Skills</b> (what students must be able to do)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"><li>• Meaning of words and phrases</li><li>• Figurative and connotative meanings</li><li>• Cumulative impact of word choices</li><li>• Meaning and tone</li></ul>		<ul style="list-style-type: none"><li>• Determine</li><li>• Analyze</li></ul>	DOK: 2, 3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Word choice has impact on meaning and tone within a text.		What are figurative and connotative word meanings?  How does the author's tone affect the meaning of the text?  How does word choice affect textual meaning and tone?  How is word meaning determined within a text?	

ELACC9-10RL4 Further Explanation				
<b>Skills/Concepts for Students:</b> <ul style="list-style-type: none"> <li>• Accurately identify the tone of a text</li> <li>• Understand how specific instances of diction contribute to tone</li> <li>• Understand how other literary elements such as imagery and figurative language contribute to tone</li> <li>• Identify and analyze various types of figurative language (metaphor, simile, personification, hyperbole)</li> <li>• Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)</li> </ul>				
<b>Strategies for Teachers:</b> <ul style="list-style-type: none"> <li>• Guide students in identifying various types of figurative language; provide contextual examples</li> <li>• Choose texts rich in figurative and connotative language</li> <li>• Require students to translate figurative expressions into concrete language and vice versa</li> <li>• Practice exploring connotations of common vocabulary as well as newer vocabulary</li> </ul>				
<b>Sample Task for Integration:</b> Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access an approximately 1000 word selection from a text digitally (so that it can be edited by the students). Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams). The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed. Finally, students will write a brief analysis (1 page or less) citing specific ways in which the tone of the text is impacted by the changes.				
<b>Recommended Vocabulary for Teaching and Learning:</b>				
Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Alliteration
Juxtaposition	Onomatopoeia	Tone	Mood	imagery
Next step, create assessments and engaging learning experiences				

Content Area	ELA	
Grade/Course	9-10	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10SL1 <b>Initiate</b> and <b>participate</b> effectively in a range of <u>collaborative discussions</u> (one-to-one, in groups, and teacher led) with diverse partners in grades 9-10 topics, texts, and issues <b>building</b> on <u>others' ideas</u> and <b>expressing</b> their <u>own</u> clearly and persuasively.		
Skills (what students must be able to do)	Skills (what students need to do)	DOK Level / Bloom's
<ul style="list-style-type: none"><li>• Initiate</li><li>• Participate</li><li>• Build</li><li>• Express</li></ul>	<ul style="list-style-type: none"><li>• Collaborative Discussions</li><li>• Others' ideas</li><li>• Own ideas</li></ul>	Analysis Synthesis Evaluation
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>An active participant initiates and participates in collaborative discussions.</p> <p>One must express his or her ideas clearly in a collaborative discussion.</p> <p>One must build on others' ideas in a collaborative discussion.</p>		<p>Why is it necessary to participate in collaborative discussions?</p> <p>How does one state his or her ideas clearly in a collaborative discussion?</p> <p>How does one build on another's ideas in a collaborative discussion?</p>

**ELACC9-10SL1****Further Explanation****Skills/Concepts for Students:**

- Be able to confidently interact with peers and adults
- Make eye contact, speak loudly enough to be heard, shake hands or make introductions in a mature manner
- Cultivate the ability to present information to a group or audience
- Be courteous and attentive, taking turns and setting goals as appropriate
- Cultivate a mature perspective on diverse cultures and points of view
- Provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Treat conversation as a skill, preparing for discourse by learning about diverse perspectives and subjects and eliciting comments from others
- Thoughtfully incorporate what you learn from listening to and speaking with others to shape your own world views

**Strategies for Teachers:**

- Provide opportunities for students to present material not only to peers but to a wider audience
- Invite diverse guest speakers to interact with the class
- Assign tasks that require individual work, but also those that require meaningful collaboration in pairs and larger teams, understanding that larger teams of students will require more and better strategic planning
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be “too shy” to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard

**Sample Task for Integration:**

Convene a mock academic conference modeled after those that colleges frequently host, where the topic of discussion will be the works of an author under consideration in your class. Review the agendas of literary or scientific conferences available online to determine the kinds of roundtable discussions you might schedule. Assign students topics of expertise, such as the author's use of symbolism in his works, or how his or her childhood impacted the themes of the novels, etc. Several if not all students may be scheduled to “present” a paper they have written to the group and conduct a discussion afterward. The “conference” may be scheduled to last more than one day and may include fun touches such as ordering a special lunch, reserving the auditorium, combining multiple classes, or inviting guests.

**Recommended Vocabulary for Teaching and Learning:**

Diverse	Verbal	Visual	Multimedia	Diction
Evidence	Exchange	Collegial	Discussion	Summarize
Paraphrase	Evidence	Explicit	Implicit	Consensus

**Next step, create assessments and engaging learning experiences**

Content Area	ELA	
Grade/Course	9-10	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10SL3 <b>Evaluate</b> speaker’s <u>point-of-view</u> , <u>reasoning</u> , and use of <u>evidence</u> and <u>rhetoric</u> , <b>identifying</b> any <u>fallacious reasoning</u> or <u>exaggerated or distorted evidence</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"><li>• Evaluate</li><li>• Identify</li></ul>	<ul style="list-style-type: none"><li>• Speaker’s point-of-view, reasoning, and use of evidence and rhetoric</li><li>• Fallacious reasoning or exaggerated/ distorted evidence</li></ul>	Evaluate Analysis
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)
One must evaluate a speaker’s point-of-view, reasoning, use of evidence and rhetoric.  It is important to identify fallacious reasoning and distorted evidence.		How does one assess the speaker’s point-of view, reasoning, use of evidence and rhetoric?  How does one determine incorrect reasoning and evidence?

**ELACC9-10SL3****Further Explanation****Skills/Concepts for Students:**

- Distinguish supporting evidence from repetition or extraneous detail
- Distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address speaker bias and counter-claims
- Understand and effectively analyze a speaker's use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

**Strategies for Teachers:**

- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)

**Sample Task for Integration:**

Invite a guest speaker to present to your class on a topic from a text currently under consideration in instruction. Prior to the speaker's presentation, have the class collaborate to create a rubric, template, or checklist by which they will evaluate the speaker's performance. Allow the students to brainstorm about what elements would contribute to an effective speech (eye contact, appropriate volume, ease of the speaker, staying focused and on topic, using humor or other strategies to engage the audience, supporting claims with evidence, etc.) Have students rate the speaker and take notes on his or her main points during the speech. Students should be prepared with questions for the speaker afterward. Students will write an analysis of the speaker's performance afterward, evaluating the speech and including specific references to the speech to support assertions. An extension of this activity could include making a prior agreement with the speaker to include unsupported claims or fallacies in the speech and assessing students' ability to recognize these elements.

**Recommended Vocabulary for Teaching and Learning:**

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author's purpose	Audience

**Next step, create assessments and engaging learning experiences**

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	9-10	
<b>Unit of Study</b>		
<b>Duration of Unit</b>		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10SL4 <b>Present</b> <u>information, findings, and supporting evidence</u> clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.		
<b>Skills</b> (what students must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>Present</li> </ul>	<ul style="list-style-type: none"> <li>Information</li> <li>Findings</li> <li>Supporting evidence</li> </ul>	DOK: 2 Application
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A speaker must present information concisely and logically with reasoning, organization, development, substance, and style.		How does a speaker structure a presentation concisely and effectively for different purposes and audiences?  How does a speaker determine which mode of presentation is most effective for his/her purpose?



**ELACC9-10SL4****Further Explanation****Skills/Concepts for Students:**

- Make eye contact and speak loudly enough to be heard
- Cultivate the ability to present information to a group or audience
- Distinguish between circumstances calling for formal language and those calling for less formal language
- Provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Distinguish supporting evidence from repetition or extraneous detail
- Distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address audience bias and counter-claims
- Understand persuasive rhetorical strategies

**Strategies for Teachers:**

- Provide opportunities for students to present material not only to peers but to a wider audience
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be “too shy” to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard
- Provide engaging, stimulating, and relevant text-based topics for speakers to present on
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out rhetorical strategies in everyday discourse (for instance when students argue against weekend homework)

**Sample Task for Integration:**

This slightly unusual task focuses students on presenting information in ways that are extremely focused as to audience and task. Have students in groups of prepare presentations based on a text currently under consideration, varying the audience and purpose for each as a way to examine the impact of audience and purpose on the presentation's diction, content, length, and other parameters. For example, for students reading *Animal Farm*, by George Orwell, may receive the following instructions: Group One will produce a puppet show enacting chapter one of *Animal Farm* that accurately captures the characterization of each major character through appearance, tone of voice, actions, that would be appropriate for 6th graders; Group Two will present a PowerPoint providing visual examples of the imagery described by Orwell, with commentary on the impact of that imagery and his use of sensory details on the reader that would be appropriate for a college-level group of Orwell scholars; Group Three will create a Prezi that gives an overview of Orwell's life and political beliefs that explicate some of his rationale for writing *Animal Farm* that would be appropriate to an audience who had never heard of him or read his books; and so on.

**Recommended Vocabulary for Teaching and Learning:**

Presentation	Media	Speaker	Audience	Discourse
Task	Purpose	Substance	Style	Evidence
Support	Presence	Eye contact	Concise	Reasoning

**Next step, create assessments and engaging learning experiences**

Content Area	ELA	
Grade/Course	9-10	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC9-10W1 <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b> (a-e)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"><li>Analyze</li><li>Write</li><li>Support</li><li>Use</li></ul>	<ul style="list-style-type: none"><li>Arguments</li><li>Claims</li><li>Analysis of substantive topics or texts</li><li>Valid reasoning</li><li>Relevant and sufficient evidence</li></ul>	DOK: 3, 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)
An effective writer formulates a relevant written argument, based on valid reasoning and claims, supported with evidence from the text.		<p>What is a written argument?</p> <p>How does a writer determine relevant and sufficient evidence?</p> <p>How does a writer determine what is valid reasoning?</p> <p>How do we effectively support claims based on a textual analysis?</p>

## ELACC9-10W1

## Further Explanation

**Skills/Concepts for Students:**

- Distinguish supporting evidence from repetition or extraneous detail
- Distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address audience bias and counter-claims
- Write with appropriate organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Understand persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA and create citations accordingly
- Use effective strategies for conclusion, avoiding simple restatement or introduction of new ideas

**Strategies for Teachers:**

- Provide engaging, stimulating, and relevant text-based topics for argumentation
- Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing
- Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)
- Include the study of and writing of literary criticism as a type of argumentative writing

**Sample Task for Integration:**

Students will conduct a short research project on discoveries that changed the world (penicillin, theory of relativity, DNA, silicon chip, etc.). Brief group digital inquiry will yield a bank of approved subjects for focus. Students may be asked to work independently or in pairs or small groups to produce a 2-page essay supporting their claim that their chosen discovery was indeed of primary importance, even in relation to the other important discoveries in the discussion. The resulting paper will combine significant research with argument writing that will advance the writer's claim and provide extensive support from appropriate texts. The writing process will include annotation of texts through the production of note cards providing evidence of supporting facts gathered from resources. Students will be allowed to reference their note cards in team debates to be held upon completion of the essays.

**Recommended Vocabulary for Teaching and Learning:**

Argument  
Support  
Syntax

Persuasion  
Citation  
Structure

Claim  
Annotation  
Organization

Counter-claim  
Transition  
Closure

Evidence  
Diction  
Thesis

**Next step, create assessments and engaging learning experiences**

Content Area	ELA		
Grade/Course	9-10		
Unit of Study			
Duration of Unit			
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.			
ELACC9-10W2 <b>Write</b> <u>informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u>			
Skills (what students must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"><li>• Write</li><li>• Examine</li><li>• Convey</li><li>• Select</li><li>• Organize</li><li>• Analyze</li></ul>		<ul style="list-style-type: none"><li>• Informative/Explanatory texts</li><li>• Ideas</li><li>• Concepts</li><li>• Information</li><li>• Content</li></ul>	DOK: 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)	
A writer must demonstrate effective selection, organization, and analysis through informational/explanatory writing.		What is an informative/explanatory text?  What does one determine if his or her informative/explanatory writing is effective?	

**ELACC9-10W2**  
**Further Explanation**

**Skills/Concepts for Students:**

- Construct a summary of a text without editorial bias
- Understand the interplay and progression of multiple ideas within a single theme or topic
- Distinguish important facts from extraneous details
- Format and structure expository essays for maximum clarity and impact, including effective use of transition words and phrases
- Use academic and technical vocabulary effectively; use sophisticated syntax
- Understand the rules of major manuscript styles such as MLA and APA, including appropriate use of correctly formatted citations

**Strategies for Teachers:**

- Explore a variety of professional essays with students that illustrate the difference between reporting facts and expressing an opinion, paying special attention to types of text whose purpose may be unclear (biased news reporting, for instance)
- Construct newspapers and journalistic articles based on both literary and informational text
- Provide opportunities for both short and extended informative essay writing
- Use real world examples (for example political debate) for whole-class discussions on the distinctions between fact and opinion, and the importance of critical analysis of information presented in various formats as fact, but without supporting evidence

**Sample Task for Integration:**

To sharpen students' skills at identifying and maintaining an objective and unbiased tone in informative and explanatory writing, it can be instructive to require expository writing in response to heavily biased text (some places to find heavily biased text include political debates, op ed pieces in the local newspaper, agenda-driven books and magazines, and advertisements). Provide students with a persuasive text and require them to write an informative/explanatory essay explaining the author's purpose, rhetorical strategies, and intended audience of the persuasive piece, using quotations and evidence from the text to support their unbiased analysis.

**Recommended Vocabulary for Teaching and Learning:**

Informative/Informational	Exposition/Expository	Topic	Thesis	Theme
Multimodal/multimedia	Transition	MLA/APA	Diction	Syntax
Cohesion	Closure	Implication/inference	Structure	Organization

**Next step, create assessments and engaging learning experiences**

Content Area	ELA		
Grade/Course	9-10		
Unit of Study			
Duration of Unit			
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.			
ELACC9-10W4 <b>Produce</b> <u>clear and coherent</u> writing in which the <u>development, organization, and style</u> are appropriate to <u>task, purpose, and audience</u> .			
Skills(what students must be able to do)		Concepts (what students need to do)	DOK Level / Bloom's
<ul style="list-style-type: none"><li>• Produce</li><li>• Develop</li><li>• Organize</li></ul>		<ul style="list-style-type: none"><li>• Clear and coherent writing</li><li>• Style</li><li>• Task, purpose, audience</li></ul>	DOK: 2, 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)	
Effective writing begins with identification of task, purpose, and audience, as well as attention to organization, development, and appropriate style.		What is the importance of understanding task, purpose, and audience in writing?  What is style and how do we determine what is appropriate style, given the writing objectives?  How is effective writing organized and developed?	

ELACC9-10W4 Further Explanation																								
<b>Skills/Concepts for Students:</b> <ul style="list-style-type: none"> <li>Understand the elements of style in all genres of writing, including diction, syntax, tone, etc. (see sample writing rubrics for guidance)</li> <li>Understand the appropriate use of transitional words and phrases</li> <li>Use structure and organization for maximum clarity and effectiveness across all genres</li> <li>Understand and employ correct grammar and conventions for the English language, varying diction style as appropriate for audience and purpose</li> <li>Maintain focus on audience and purpose</li> </ul>																								
<b>Strategies for Teachers:</b> <ul style="list-style-type: none"> <li>Provide frequent writing opportunities, both formal and routine, brief and extended</li> <li>Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both</li> <li>Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium</li> <li>Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits</li> </ul>																								
<b>Sample Task for Integration:</b> In pairs, have students trade writing portfolios. Students will write a literary review of the collected works of the other student, which may or may not be facilitated by a template steering reviewers towards items for their attention (for example students may be required to count the number of works in the portfolio, sort by genre or by quality, read at least 3 pieces in their entirety, and choose a favorite for commentary). An extension of this activity may include a study of literary criticism and allowing students to use a chosen critical lens to review their partner's work (such as feminist, structuralist, etc.) Reviewing partners will complete the review template and produce a 250-500 word literary criticism of at least one extended essay in the partner's portfolio.																								
<b>Recommended Vocabulary for Teaching and Learning:</b> <table> <tr> <td>Diction</td><td>Syntax</td><td>Style</td><td>Voice</td><td>Figurative language</td></tr> <tr> <td>Denotation</td><td>Connotation</td><td>Organization</td><td>Structure</td><td>Topic</td></tr> <tr> <td>Introduction</td><td>Fluency</td><td>Imagery</td><td>Sensory detail</td><td>Fact</td></tr> <tr> <td>Opinion</td><td>Evidence</td><td>Detail</td><td>Extraneous</td><td>Conventions</td></tr> </table>					Diction	Syntax	Style	Voice	Figurative language	Denotation	Connotation	Organization	Structure	Topic	Introduction	Fluency	Imagery	Sensory detail	Fact	Opinion	Evidence	Detail	Extraneous	Conventions
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Next step, create assessments and engaging learning experiences																								

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	9-10	
<b>Unit of Study</b>		
<b>Duration of Unit</b>		
Insert a CCGPS standard below (include code). <b>CIRCLE</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
<p>ELACC9 – 10W6 <b>Use technology</b>, including the <u>Internet</u>, to <b>produce, publish, and update</b> <u>individual or shared writing products</u>, taking advantage of <u>technology's capacity to link to other information</u> and to <b>display</b> <u>information flexibly and dynamically</u>.</p>		
<b>Skills</b> (what students must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>• Use</li> <li>• Produce</li> <li>• Publish</li> <li>• Update</li> <li>• Link to</li> <li>• Display</li> </ul>	<ul style="list-style-type: none"> <li>• Technology (i.e. – Internet)</li> <li>• Individual or shared writing products</li> <li>• Information links (flexible and dynamic)</li> </ul>	DOK: 2, 3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Technology, including the internet, is used to produce, publish, and update individual and shared writing.		<p>How can technology be used effectively to produce individual or shared writing?</p> <p>How can technology, including the internet, be utilized to link and display information?</p>



**ELACC9 – 10W6**  
**Further Explanation**

**Skills/Concepts for Students:**

- Be proactive in maintaining knowledge of and using the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire and maintain keyboarding skills adequate to produce text in the quantities and within the time limits required
- Publish your work routinely, both to your classmates and digitally to the general public, including posting your films, blogs, podcasts, and Prezis and creating wikis, websites, and other bases for your information to be accessed

**Strategies for Teachers:**

- Incorporate digital media into the classroom at every opportunity including maintaining a class website, blog, podcasts, wikis, or any other medium possible for the sharing of information and ideas both within the class cohort and beyond it
- Investigate opportunities to partner with other classrooms in remote locations, including internationally (many platforms exist to facilitate these connections)
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

**Sample Task for Integration:**

As a class, produce, direct, and publish a weekly podcast. Use the CCGPS guidelines for Speaking and Listening to establish collegial rules of conduct, set goals, and divide tasks fairly. The podcast may include weekly installments of a text, literary criticism, class news, world news, arts and entertainment, or any other instructionally-based material the students wish to produce. A routine podcast that occurs weekly or monthly can provide an infrastructure for a great deal of instruction, providing a framework for broadcasting, journalism, peer editing, group collaboration, reading, commentary, and analysis.

**Recommended Vocabulary for Teaching and Learning:**

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

**Next step, create assessments and engaging learning experiences**