



Magoffin County School's Curriculum Guide

Summer 2011

Subject Content: _____ Language Arts _____ Grade _____ 9 _____



Indicates the Curriculum Map

18 Days (Unit 1)	22 Days (Unit 2)
<p>Introduction to English 9: Life at the Crossroads</p>	<p>Introduction to Research: Living with Change</p>
<p>RL.9-10.2. Determine a theme or central idea 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> <p>RI.9-10.2. Determine a central idea of a text and analyze 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> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates</p>	<p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument 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").</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence</p>

the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

*IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.
Define precise claim and counter claim

CURRICULUM			CURRICULUM		
Reading	Writing	Speaking, Listening and Language	Reading	Writing	Speaking, Listening and Language
Identify Sub-Topics Central theme Plot structure Supporting Details and organizational patterns	Identify Sub-Topics Precise claim and counter claim Argumentative Writing Revision and Editing	Identify Sub-Topics Speaking Skills	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
I CAN STATEMENTS: K-Identify the central idea or theme within a text (R.L.2)	I Can Statements: K-Recognize organizational	I CAN STATEMENTS: K-Identify key supporting ideas from	I CAN STATEMENTS: K-Identify seminal U.S. documents of historical and literary	I CAN STATEMENTS: K-Identify: appropriate short and sustained research	I CAN STATEMENTS:

<p>K-Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined (R.L.2)</p> <p>K-Provide an objective summary (R.L.2)</p> <p>R-Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details (R.I.2)</p> <p>R-Interpret how the text supports key ideas or themes with specific details (R.I.2)</p> <p>R-Formulate an objective summary that includes how the central idea: emerges is shaped is refined by specific details (R.I.2)</p> <p>K-Identify aspects of text’s structure (R.L.5)</p> <p>K-Identify order of events in text (R. L. 5)</p> <p>K-Identify how author manipulates time (R.L5)</p>	<p>patterns in writing</p> <p>K-Define precise claim and counter claim</p> <p>K-Define and generate substantive topics or texts</p> <p>R- Analyze a substantive topic or text to determine if it is suitable for a written argument</p> <p>R-Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims</p> <p>P-Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: introduces precise claim(s) distinguishes claims from alternate or opposing claims (W.1)</p> <p>K-Recognize how and</p>	<p>reading and research as well as in context of larger themes and issues (S & L.1)</p> <p>K-Describe guidelines for collegial discussion (S & L.1)</p> <p>R-Evaluate collegial discussion and decision-making processes used (S & L.1)</p> <p>R-Determine goals, deadlines, and individual roles for discussion groups (S & L.1)</p> <p>S-Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts (S & L.1)</p> <p>S-Facilitate discussions over designated grade 9-10 topics (S&L.1)</p>	<p>significance</p> <p>K-Identify the: purpose related themes and concepts of U.S. documents of historical and literary significance</p> <p>R-Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address Gettysburg Address <i>Roosevelt’s Four Freedoms speech</i> King’s “Letter from Birmingham Jail”)</p> <p>R-Including how they address : related themes concepts</p>	<p>topics multiple sources on the subject of the research</p> <p>K-Use reference materials (both print and electronic material) appropriately</p> <p>K-Narrow or broaden the inquiry when appropriate</p> <p>R-Evaluate the credibility of sources</p> <p>R-Construct and refine research questions</p> <p>R-Synthesize information from multiple sources</p> <p>R-Conduct steps for short as well as sustained research projects to answer a question</p> <p>R-Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem</p> <p>K-Define and identify: fallacious reasoning exaggerated evidence distorted evidence</p>	
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<p>K-Describe the effect such as: mystery tension surprise the author uses (R.L.5)</p> <p>R- Analyze how author’s: choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect (R.L.5)</p> <p>K-Identify the author’s ideas or claims (R.I.5)</p> <p>K-Determine the structure/text features of an informational passage (R.I.5)</p> <p>K- Distinguish between theme and topic (R.L.9)</p> <p>K-Identify difference between primary text and source material (R.L.9)</p> <p>K-Identify allusion, metaphor, parable, and parody (R.L.9)</p>	<p>when to: plan revise edit rewrite try a new approach (W.5)</p> <p>K-Recognize significant information for the needs of: audience purpose (W.5)</p> <p>K-Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54) (W.5)</p> <p>R-Develop and strengthen writing as needed by: planning revising editing rewriting trying a new approach (W.5)</p> <p>R- Determine focus on: what is most significant for a specific purpose what is significant for</p>			<p>in a speech</p> <p>K-Define and identify a speaker’s: point of view reasoning use of rhetoric use of evidence</p> <p>R-Evaluate a speaker’s: point of view reasoning use of evidence use of rhetoric K-Identify: information findings supporting evidence</p> <p>K-Recognize that presentation of information is determined by analysis of: purpose audience task</p> <p>K-Recognize what constitutes clear, concise, and logical presentation of information and findings</p> <p>R-Determine: supporting evidence logical organization and appropriate development</p>	
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	a specific audience (W.5)			appropriate substance appropriate style for purpose, audience, and task S-Present: information findings supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the: organization development substance style are appropriate to: purpose audience task K-Describe audience, situation, and purpose Identify qualities of formal and informal speech K-Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3) R-Evaluate audience needs (including perceptions and misconceptions)	
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				<p>R-Distinguish between formal and informal speech</p> <p>R-Analyze the situation to determine if it requires formal or informal language</p> <p>S-Speak effectively in a variety of situations</p> <p>S-Demonstrate correct language usage</p> <p>S-Adjust from informal to formal language when appropriate</p>	
<p>Critical Vocabulary Theme, plot, exposition, rising action, climax, falling action, resolution, setting, central idea, supporting details</p>	<p>Critical Vocabulary Precise claim, Counter claim, author's purpose, planning, revising, editing</p>	<p>Critical Vocabulary Diction, tone, body language, inflection, eye contact, *deadline, goals, individual roles</p> <p>*as relates to speaking and listening</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>
<p>Suggested Strategies/Activities Anticipatory Guides Think Aloud Model</p>	<p>Suggested Strategies/Activities Dr. Whitaker Planning Sheet (i.e. Inverted Triangle)</p>	<p>Suggested Strategies/Activities Four Corners Small Group Discussions</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>http://www.englishcomp-anion.com/classroom/notemaking.htm</p>	<p>Resources Needed</p> <p>http://grammar.ccc.commnet.edu/grammar/</p> <p>http://grammar.ccc.commnet.edu/grammar/</p>	<p>Resources Needed</p> <p>http://www.uni.edu/reineke/guidelin.htm</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>

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21 Days (Unit 3)	15 Days (Unit 4)
To Kill a Mockingbird	Poetry
<p>RL.9-10.2. Determine a theme or central idea 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> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>W.9-10.2. 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.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples</p>	<p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

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CURRICULUM			CURRICULUM		
Reading	Writing	Speaking, Listening and Language	Week 10	Week 11	Week 12
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
<p>I CAN STATEMENTS: K-Identify aspects of text’s structure (R.5.L)</p> <p>K-Identify order of events in text Identify how author manipulates time (R.5.L)</p> <p>K-Describe the effect such as: mystery tension surprise the author uses</p>	<p>I CAN STATEMENTS: K-Identify: complex ideas appropriate formatting supporting details effective transitions precise language domain specific-language (W.2)</p> <p>K-Identify a conclusion for the topic that follows from and supports the information or explanation presented</p>	<p>I CAN STATEMENTS: R-Analyze the reason for writing a piece to decide on: task purpose audience (W.4)</p> <p>R-Determine suitable: idea development strategies organization style appropriate to task purpose and audience (W.4)</p>	<p>I CAN STATEMENTS: K-Identify: words and phrases figurative words and phrases connotative words and phrases in a text (R.4.L)</p> <p>K-Identify words that impact meaning and tone (R.4.L)</p> <p>R-Determine the meaning of words and phrases as they are used in a text (R.4.L)</p>	<p>I CAN STATEMENTS: K-Identify key ideas and details which provide evidence to support conclusions about the text accessed through research (W.9)</p> <p>K-Cite textual evidence to support analysis of what the text says explicitly (W.9)</p>	<p>I CAN STATEMENTS: K-Understand how language functions in different context (L.3)</p> <p>K-Identify and understand various guidelines in style manuals (L.3)</p> <p>K-Recognize that the style of a written work should be appropriate to the discipline and writing type. (L.3)</p>

<p>(R.5.L)</p> <p>R-Analyze how author's: choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect (R.5.L)</p> <p>K-Identify different mediums (R.5.I)</p> <p>K-Recognize details emphasized in various sources (R.5.I)</p> <p>K-Identify various artistic mediums (R.7.L)</p> <p>K-Recognize the literary and artistic use of the terms "subject" & key scene (R.7.L)</p> <p>K-Identify different mediums (R.7.I)</p> <p>K-Recognize details emphasized in various sources (R.7.I)</p> <p>R-Analyze different accounts of the same subject told in different</p>	<p>(W.2)</p> <p>R-Determine organization of complex ideas Determine appropriate: formatting graphics multimedia</p> <p>to aid comprehension Determine: well-chosen, relevant, sufficient: facts definitions details quotations</p> <p>appropriate to the audience's knowledge of the topic</p> <p>R-Determine appropriate and varied transitions that: link sections create cohesion clarify relationships among complex ideas/concepts (W.2)</p> <p>R-Evaluate word choice for managing complexity of tone (W.2)</p> <p>R-Determine formal style and objective tone while attending to the</p>	<p>P-</p> <p>Produce a writing piece that is clear and coherent with: idea development organization style appropriate to task, purpose and audience (W.4)</p>	<p>R-Determine the figurative and connotative meanings of words and phrases as they are used in a text (R.4.L)</p> <p>R-Analyze the cumulative impact of specific word choice on meaning or tone (R.4.L)</p> <p>K-Identify: words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text (R.4.I)</p> <p>K-Identify tone of a text (R.4.I)</p> <p>R-Determine the meaning of words and phrases as they are used in a text, including: figurative connotative technical meanings (R.4.I)</p> <p>R-Analyze the cumulative effect of word choices on: meaning tone (R.4.I)</p> <p>K-Identify aspects of text's structure (R.5.L)</p>	<p>R-Draw evidence from key ideas and details as support for research (W.9)</p> <p>R-Analyze key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>R-Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p>	<p>R-Apply knowledge of language to: understand how language functions differently in different contexts to make effective choices for meaning or style to comprehend more fully when reading or writing (L.3)</p> <p>R-Write and edit work according to style manual guidelines, appropriate for the discipline and writing type (L.3)</p>
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<p>mediums (e.g., a person’s life story in both print and multimedia) [R.7.1]</p> <p>R-Determine emphasized details in various accounts of a subject told in different mediums (R.7.1)</p>	<p>norms and conventions of informative writing (W.2)</p> <p>R-Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented (W.2)</p> <p>P-Write informative/explanatory text which: examines/conveys complex ideas, concepts, information demonstrates clear and accurate information uses: o effective selection o organization o analysis of content (W.2)</p> <p>P-Introduce a topic and: organize complex ideas, concepts, and information to make important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension (W.2)</p>		<p>K-Identify order of events in text Identify how author manipulates time (R.5.L)</p> <p>K-Describe the effect such as: mystery tension surprise the author uses (R.5.L)</p> <p>R-Analyze how author’s: choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect (R.5.L)</p> <p>K-Identify different mediums (R.5.1)</p> <p>K-Recognize details emphasized in various sources (R.5.1)</p>		
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Formative	Formative	Formative	Formative	Formative	Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

20 Days (Unit 5)	25 Days (Unit 6)
The Odyssey	Romeo and Juliet
<p>RL.9-10.2. Determine a theme or central idea 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> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over</p>	<p>RL.9-10.2. Determine a theme or central idea 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> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over</p>

the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2. 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.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or

the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the

<p>I CAN STATEMENTS: K-Identify: words and phrases figurative words and phrases connotative words and phrases in a text (R.4.L)</p> <p>K-Identify words that impact meaning and tone (R.4.L)</p> <p>R-Determine the meaning of words and phrases as they are used in a text (R.4.L)</p> <p>R-Determine the figurative and connotative meanings of words and phrases as they are used in a text (R.4.L)</p> <p>R-Analyze the cumulative impact of specific word choice on meaning or tone (R.4.L)</p> <p>K-Identify: words and phrases figurative words and phrases connotative words and phrases</p>	<p>I CAN STATEMENTS: K-Identify: complex ideas appropriate formatting supporting details effective transitions precise language domain specific-language (W.2)</p> <p>K-Identify a conclusion for the topic that follows from and supports the information or explanation presented (W.2)</p> <p>R-Determine organization of complex ideas Determine appropriate: formatting graphics multimedia to aid comprehension (W.2)</p> <p>R-Determine: well-chosen, relevant, sufficient: facts definitions details</p>	<p>I CAN STATEMENTS: K-Identify words and phrases with multiple meanings (L.4)</p> <p>K-Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) (L.4)</p> <p>K-Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of speech etymology (L.4)</p> <p>R-Apply context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase (L.4)</p> <p>R-Determine or clarify the meaning of unknown or multiple meaning words and phrases (L.4)</p> <p>R-Choose flexibly from a</p>	<p>I CAN STATEMENTS: K-Identify the central idea or theme within a text (R.L.2)</p> <p>K-Identify specific details that support the development of a theme or central idea as it: Emerges, is shaped is refined (R.L.2)</p> <p>K-Provide an objective summary (R.L.2)</p> <p>R-Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details (R.I.2)</p> <p>R-Interpret how the text supports key ideas or themes with specific details (R.I.2)</p> <p>R-Formulate an objective summary that includes how the central idea: emerges is shaped Is refined by specific details (R.I.2)</p>	<p>I CAN STATEMENTS: K-Identify: words and phrases figurative words and phrases connotative words and phrases in a text (R.4.L)</p> <p>K-Identify words that impact meaning and tone (R.4.L)</p> <p>R-Determine the meaning of words and phrases as they are used in a text (R.4.L)</p> <p>R-Determine the figurative and connotative meanings of words and phrases as they are used in a text (R.4.L)</p> <p>R-Analyze the cumulative impact of specific word choice on meaning or tone (R.4.L)</p> <p>K-Identify: words and phrases figurative words and phrases connotative words and phrases</p>	<p>I CAN STATEMENTS: K-Recognize organizational patterns in writing (w.1)</p> <p>K-Define precise claim and counter claim (W.1)</p> <p>K-Define and generate substantive topics or texts (W.1)</p> <p>K-Recognize relevant and sufficient evidence (W.1)</p> <p>K-Define rhetorical audience (W.1)</p> <p>K-Identify fair and unfair claims and counterclaims (W.1)</p> <p>K-Recognize : transitional words, phrases, and clauses formal style and objective tone concluding statements or sections that support the argument presented (W.1)</p> <p>K-Explain audience awareness, including knowledge level and</p>

<p>technical words and phrases in a text (R.4.I)</p>	<p>quotations appropriate to the audience’s knowledge (W.2)</p>	<p>range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase (L.4)</p> <p>R-Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) [L.4]</p> <p>R-Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) [L.4]</p>		<p>technical words and phrases in a text (R.4.I)</p> <p>K-Identify various artistic mediums (R.7.L)</p> <p>K-Recognize the literary and artistic use of the terms “subject” & key scene (R.7.L)</p> <p>K-Identify different mediums (R.7.I)</p> <p>K-Recognize details emphasized in various sources (R.7.I)</p> <p>R-Analyze different accounts of the same subject told in different mediums (e.g., a person’s life story in both print and multimedia) [R.7.I]</p> <p>R-Determine emphasized details in various accounts of a subject told in different mediums (R.7.I)</p>	<p>concerns (W.1)</p> <p>K-Identify norms and conventions of disciplines (W.1)</p> <p>R-Analyze a substantive topic or text to determine if it is suitable for a written argument (W.1)</p> <p>R-Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims (W.1)</p> <p>R-Determine the relationships between claims and counterclaims (W.1)</p> <p>R-Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence (W.1)</p> <p>R-Develop claims and counterclaims fairly (W.1)</p> <p>R-Analyze the knowledge level and concerns of the rhetorical audience</p>
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					<p>(W.1)</p> <p>R-Evaluate strengths and limitations of claims and counterclaims (W.1)</p> <p>R-Link major sections of the text and create cohesion using words, phrases and clauses (W.1)</p> <p>R-Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses (W.1)</p> <p>R-Develop formal writing style and objective tone while attending to the norms and conventions of the discipline (W.1)</p> <p>R-Plan a concluding statement or section that follows from and supports the argument presented (W.1)</p> <p>P-Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>
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20 Days (Unit 7)	30 Days (Unit 8)
<p align="center">Media</p>	<p align="center">On Demanding Writing</p>
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.8. Delineate and evaluate the argument 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.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument 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”).</p>
<p>Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether</p>	<p align="center">IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p>

<p>I CAN STATEMENTS:</p> <p>K-Define cultural experience (R.6.L)</p> <p>K-Distinguish difference between culture and cultural experience (R.6.L)</p> <p>K-Identify the: point of view or cultural experience (R.6.L)</p> <p>R-Cite details or examples of the point of view or cultural experience (R.6.I)</p> <p>R-Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US (R.6.I)</p> <p>R-Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature Copyright (R.6.I)</p> <p>K-Define and identify</p>	<p>I CAN STATEMENTS:</p> <p>K-Identify: appropriate short and sustained research topics multiple sources on the subject of the research (W.7)</p> <p>K-Use reference materials (both print and electronic material) appropriately (W.7)</p> <p>K-Narrow or broaden the inquiry when appropriate (W.7)</p> <p>R-Evaluate the credibility of sources (W.7)</p> <p>R-Construct and refine research questions (W.7)</p> <p>R-Synthesize information from multiple sources (W.7)</p> <p>R-Conduct steps for short as well as sustained research projects to answer a question (W.7)</p> <p>R-Conduct short and sustained research to</p>	<p>I CAN STATEMENTS:</p> <p>K-Identify key ideas and details which provide evidence to support conclusions about the text accessed through research (W.9)</p> <p>K-Cite textual evidence to support analysis of what the text says explicitly (W.9)</p> <p>R-Draw evidence from key ideas and details as support for research (W.9)</p> <p>R-Analyze key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>R-Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>K-Identify information from multiple sources presented in diverse media (e.g., visually,</p>	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p> <p>K-Identify: appropriate short and sustained research topics multiple sources on the subject of the research (W.7)</p> <p>K-Use reference materials (both print and electronic material) appropriately (W.7)</p> <p>K-Narrow or broaden the inquiry when appropriate (W.7)</p> <p>R-Evaluate the credibility of sources (W.7)</p> <p>R-Construct and refine research questions (W.7)</p> <p>R-Synthesize information from multiple sources (W.7)</p> <p>R-Conduct steps for short as well as sustained research projects to answer a question (W.7)</p> <p>R-Conduct short and sustained research to answer a question (including a self-generated question) or solve a</p>	<p>I CAN STATEMENTS:</p> <p>K-Cite textual evidence to support analysis of what the text says explicitly (W.9)</p> <p>R-Draw evidence from key ideas and details as support for research (W.9)</p> <p>R-Analyze key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>R-Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p>

<p>false statements (R.8.1)</p> <p>K-Define and identify fallacious reasoning (R.8.1)</p> <p>K-Recognize valid reasoning (R.8.1)</p> <p>K-Recognize relevant and sufficient evidence (R.8.1)</p> <p>R-Delineate the argument and specific claims in a text (R.8.1)</p> <p>R-Evaluate the argument in a text (R.8.1)</p> <p>R-Evaluate the specific claim(s) in a text (R.8.1)</p> <p>R-Assess: the validity of reasoning the relevance of the evidence the sufficiency of the evidence (R.8.1)</p> <p>R-Distinguish between fallacious and valid reasoning (R.8.1)</p>	<p>answer a question (including a self-generated question) or solve a problem (W.7)</p> <p>K-Recognize authoritative digital and print sources (W.8)</p> <p>K-Cite in standard formats (W.8)</p> <p>K-Perform an advanced search (W.8)</p> <p>K-Define and identify plagiarism (W.8)</p> <p>R-Gather relevant information from multiple print and digital sources (W.8)</p> <p>R-Assess the usefulness/ authoritative print of each source in answering the research question (W.8)</p> <p>R-Integrate information into text selectively to: maintain flow of ideas avoid plagiarism (W.8)</p> <p>R-Use advanced searches effectively (W.9)</p>	<p>quantitatively, orally) [S & L.2]</p> <p>K-Define credibility (S&L.2)</p> <p>K-Define accuracy (S&L.2)</p> <p>R-Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally) [S&L.2]</p> <p>R-Evaluate the credibility of each source (S&L.2)</p> <p>R-Evaluate the accuracy of each source (S&L.2)</p> <p>R-Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence (S&L.5)</p> <p>R-Evaluate the usefulness of digital media in presentations to add interest (S&L.5)</p>		<p>problem (W.7)</p> <p>K-Recognize authoritative digital and print sources (W.8)</p> <p>K-Cite in standard formats (W.8)</p> <p>K-Perform an advanced search (W.8)</p> <p>K-Define and identify plagiarism (W.8)</p> <p>R-Gather relevant information from multiple print and digital sources (W.8)</p> <p>R-Assess the usefulness/ authoritative print of each source in answering the research question (W.8)</p> <p>R-Integrate information into text selectively to: maintain flow of ideas avoid plagiarism (W.8)</p> <p>R-Use advanced searches effectively (W.9)</p>	
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		P-Use digital media strategically in presentations to: enhance understanding add interest (S&L.5)			
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments,	Common (PLC Teams will design the common assessments,	Common (PLC Teams will design the common	Common (PLC Teams will design the common assessments, i.e., grade level,	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)

i.e., grade level, and/or depts..)	i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	and/or depts..)		
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

14 Days (Unit 9)	Weeks 28-30
Jumpstart for Sophomore	Unit/Topic
<p>RL.9-10.2. Determine a theme or central idea 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> <p>RI.9-10.2. Determine a central idea of a text and analyze 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> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or</p>	<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the

evidence and reasoning presented.

CURRICULUM			CURRICULUM		
Reading	Writing	Speaking, Listening and Language	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
<p>I CAN STATEMENTS:</p> <p>K-Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined (R.L.2)</p> <p>K-Provide an objective summary (R.L.2)</p> <p>R-Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details (R.I.2)</p>	<p>I CAN STATEMENTS:</p> <p>R- Analyze a substantive topic or text to determine if it is suitable for a written argument</p> <p>R-Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims</p> <p>P-Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	<p>I CAN STATEMENTS:</p> <p>R-Determine goals, deadlines, and individual roles for discussion groups (S & L.1)</p> <p>S-Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts (S & L.1)</p> <p>S-Facilitate discussions over designated grade 9-10 topics (S&L.1)</p>	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p>

R-Interpret how the text supports key ideas or themes with specific details (R.1.2)	relevant and sufficient evidence which: introduces precise claim(s) distinguishes claims from alternate or opposing claims (W.1)				
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the common

will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 31-33	Weeks 34-36
Unit/Topic	Unit/Topic
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative Summative	Balanced Assessment: Formative Summative	Balanced Assessment: Formative Summative

<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>