

PLC Question #1: What do we want all students to know and be able to do?

Unit 1:Short Research/Presentation (Background for Unit 2 literary text)		Unit 2: Novel (Mythology or Classic Novel)		Unit 3: Writing	
Priority Standard(s) <ul style="list-style-type: none">SL.9-10.4 /SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.SL.9-10.5/SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		Priority Standard(s) <ul style="list-style-type: none">R.9-10.3/R.11-12.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.SL.9-10.3/SL.11-12.3 Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.R.9-10.7/R.11-12.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)		Priority Standard(s) <ul style="list-style-type: none">W.9-10.1/W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposesL.9-10.6/L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<ul style="list-style-type: none">a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).b. Spell correctly.	
Supporting Standard(s) <ul style="list-style-type: none">L.9-10.5/L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.<ul style="list-style-type: none">a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genreb. Spell correctly.		Supporting Standard(s) <ul style="list-style-type: none">R.9-10.3/R.11-12.3 In literary texts, analyze the impact of the author's choices.R.9-10.4R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs		Supporting Standard(s) <ul style="list-style-type: none">SL.9-10.5/SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level
<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.		<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.		<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	
<ul style="list-style-type: none">Understand different presentation stylesKnow how to gather and analyze evidenceBe aware of audience needs.Understand different types of digital media and their purposes.Know how to integrate digital media into presentations.		<ul style="list-style-type: none">Understanding of complex and dynamic characters.Familiarity with literary elements (e.g., plot, theme).Comprehension of argument structure in informational texts.Awareness of how ideas are organized and connected.Familiarity with various rhetorical devices and fallacies, types of evidence (anecdotal, statistical, expert opinion), and the structure of arguments.		<ul style="list-style-type: none">Elements of reflective writing (personal insights, experiences).Characteristics of formal writing (structured, objective).Features of creative writing (imaginative, expressive).Knowledge of various punctuation marks and their specific uses.Understanding the rules of capitalization in different contexts, including poetry and research.Familiarity with spelling rules and exceptions in the	

		<ul style="list-style-type: none"> Understanding of various formats (e.g., text, video, graphic). Knowledge of how perspectives can influence representation. 		English language.	
Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. 	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. 	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. 	DOK Level
<ul style="list-style-type: none"> Effective communication Reasoning organization of ideas Audience engagement The relationship between media choice and audience understanding. The impact of visual and audio elements on communication. 		<ul style="list-style-type: none"> Characterization and its impact on narrative. The role of conflict in plot advancement. Theme development through character actions and interactions. The structure of arguments and analysis in informational writing. The role of a speaker's point of view in communication, the importance of critical thinking in evaluating arguments, and the distinction between valid and invalid reasoning. Representation of content, perspective, bias, and medium influence on interpretation. 		<ul style="list-style-type: none"> The purpose of writing in various contexts. The audience for different types of writing. The interplay between different writing styles. The relationship between language conventions and effective communication. The genre-specific conventions that influence writing style. The importance of clarity and precision in writing. 	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none"> Clearly present information and findings. Organize their presentations in a logical manner. Use appropriate evidence to support their claims. Adapt their presentation style depending on the audience and situation. Identify different types of digital media and their roles in a presentation. Strategically select and use digital media to support and clarify their findings and reasoning. Create engaging presentations that enhance audience interest and understanding. 		<ul style="list-style-type: none"> Analyze how characters in literary texts grow and change throughout the story. Understand how characters' relationships affect the plot and theme. Evaluate how authors construct arguments and develop ideas in informative texts. Make connections between various ideas presented in the texts. Analyze a speaker's point of view and the reasoning behind it. Evaluate the effectiveness of the evidence presented. Identify and analyze how a subject is presented in multiple formats. Understand how different formats can shape the viewer's or reader's understanding of the content. 		<ul style="list-style-type: none"> Identify and differentiate between reflective, formal, and creative writing. Use appropriate techniques and strategies for each type of writing. Use standardized English conventions appropriately in their writing. Spell words correctly to ensure clarity and professionalism in their writing. 	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none"> Context specific vocabulary, digital media, sequence, evidence, Google Slides 		<ul style="list-style-type: none"> Prose, verse, indirect & direct characterization, vocab specific to chosen text, personification, simile, metaphor, imagery, point of view (first person, second, third), conflict (person v. person, nature, society, self), epithet, irony, in medias res, setting 		<ul style="list-style-type: none"> Search fields, text boxes, URL, header, menu/main navigation, footer, images 	

PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Short Research/Presentation (Background for Unit 4 literary text)		Unit 5: Novel (Classic)		Unit 6: Writing	
Priority Standard(s) <ul style="list-style-type: none">SL.9-10.4 /SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.SL.9-10.5/SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		Priority Standard(s) <ul style="list-style-type: none">R.9-10.3/R.11-12.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.SL.9-10.3/SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.R.9-10.7/R.11-12.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)		Priority Standard(s) <ul style="list-style-type: none">W.9-10.1/W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposesL.9-10.6/L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<ul style="list-style-type: none">a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).b. Spell correctly.	
Supporting Standard(s) <ul style="list-style-type: none">L.9-10.5/L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.<ul style="list-style-type: none">a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genreb. Spell correctly.		Supporting Standard(s) <ul style="list-style-type: none">R.9-10.3/R.11-12.3 In literary texts, analyze the impact of the author's choices.R.9-10.4R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs		Supporting Standard(s) <ul style="list-style-type: none">SL.9-10.5/SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level
<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.		<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.		<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	
<ul style="list-style-type: none">Understand different presentation stylesKnow how to gather and analyze evidenceBe aware of audience needs.Understand different types of digital media and their purposes.Know how to integrate digital media into presentations.Grammar and Spelling skills at 5th grade level or above and/or knowledge of how to use Google tools to check these skills.		<ul style="list-style-type: none">Understanding of complex and dynamic characters.Familiarity with literary elements (e.g., plot, theme).Comprehension of argument structure in informational texts.Awareness of how ideas are organized and connected.Familiarity with various rhetorical devices and fallacies, types of evidence (anecdotal, statistical, expert opinion), and the structure of arguments.		<ul style="list-style-type: none">Elements of reflective writing (personal insights, experiences).Characteristics of formal writing (structured, objective).Features of creative writing (imaginative, expressive).Knowledge of various punctuation marks and their specific uses.Understanding the rules of capitalization in different contexts, including poetry and research.Familiarity with spelling rules and exceptions in the English language.	

		<ul style="list-style-type: none"> Understanding of various formats (e.g., text, video, graphic). Knowledge of how perspectives can influence representation. 			
Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. 	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. 	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. 	DOK Level
<ul style="list-style-type: none"> Effective communication Reasoning organization of ideas Audience engagement The relationship between media choice and audience understanding. The impact of visual and audio elements on communication. 		<ul style="list-style-type: none"> Characterization and its impact on narrative. The role of conflict in plot advancement. Theme development through character actions and interactions. The structure of arguments and analysis in informational writing. The role of a speaker's point of view in communication, the importance of critical thinking in evaluating arguments, and the distinction between valid and invalid reasoning. Representation of content, perspective, bias, and medium influence on interpretation. 		<ul style="list-style-type: none"> The purpose of writing in various contexts. The audience for different types of writing. The interplay between different writing styles. The relationship between language conventions and effective communication. The genre-specific conventions that influence writing style. The importance of clarity and precision in writing. 	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none"> Clearly present information and findings. Organize their presentations in a logical manner. Use appropriate evidence to support their claims. Adapt their presentation style depending on the audience and situation. Identify different types of digital media and their roles in a presentation. Strategically select and use digital media to support and clarify their findings and reasoning. Create engaging presentations that enhance audience interest and understanding. 		<ul style="list-style-type: none"> Analyze how characters in literary texts grow and change throughout the story. Understand how characters' relationships affect the plot and theme. Evaluate how authors construct arguments and develop ideas in informative texts. Make connections between various ideas presented in the texts. Analyze a speaker's point of view and the reasoning behind it. Evaluate the effectiveness of the evidence presented. Identify and analyze how a subject is presented in multiple formats. Understand how different formats can shape the viewer's or reader's understanding of the content. 		<ul style="list-style-type: none"> Identify and differentiate between reflective, formal, and creative writing. Write effectively for both high-stakes (e.g., essays, reports) and low-stakes (e.g., journals, personal narratives) purposes. Use appropriate techniques and strategies for each type of writing. Use standardized English conventions appropriately in their writing. Spell words correctly to ensure clarity and professionalism in their writing. 	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none"> Context specific vocabulary, digital media, sequence, evidence, Google Slides 		<ul style="list-style-type: none"> Prose, verse, indirect & direct characterization, vocab specific to chosen text, personification, simile, metaphor, imagery, point of view (first person, second, third), conflict (person v. person, nature, society, self), epithet, irony, in medias res, setting 		<ul style="list-style-type: none"> Search fields, text boxes, URL, header, menu/main navigation, footer, images 	

PLC Question #1: What do we want all students to know and be able to do?

Unit 7: N/A		Unit 8: N/A		Unit 9: N/A	
Priority Standard(s) •		Priority Standard(s) •		Priority Standard(s) •	
Supporting Standard(s) •		Supporting Standard(s) •		Supporting Standard(s) •	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level
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Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level
•		•		•	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
•		•		•	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
•		•		•	