

Victor Valley Union High School District
Division of Educational Services

Pacing Guides/ Curriculum Maps

ENGLISH LANGUAGE ARTS

The following document is the current iteration of the 20-21 English Language Arts Curriculum Map or Pacing Guide.

The terms curriculum map and pacing guide, as well as scope and sequence, are sometimes used interchangeably. However, in the interest of clarity, the preferred term for English Language Arts is curriculum map as these guides do not require proscribed pacing, nor do they limit the scope of the curriculum. They serve as a veritable roadmap for teachers to consult when laying the foundation for their best first instruction. They focus on targeted standards designed to guide teachers in structuring and scaffolding the curriculum to be equitably accessible.

These guides are living documents, the work upon which began prior to the adoption of the California Common Core State Standards. As the standards have changed and became inclusive of not simply ELA standards, but also English Language Development as well as history and technical literacy standards, so have these guides changed. As the strengths and needs of our students change, so also will the curriculum maps in collaboration with the continued commitment of department chairs, and other teacher leaders proficient in understanding backward planning and standards-based instruction.

Achieve the Core and other support documents for reference: https://drive.google.com/file/d/1OnMEfiB64o4ZoeF0P8Flr1-FV4Ggw_a_/view?usp=sharing

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English Language Arts Priority Standards At-A-Glance

	Overarching standards that every grade will support and in which students will demonstrate proficiency. All districtwide CFAs for each grade will measure proficiency in these standards.
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
W.2	Write informative/explana tory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
L.6	Acquire and use accurately a range of general academic and domain -specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Below are GRADE LEVEL ELA and English Language Development supporting standards which will support the student outcomes listed above.

			Semester 1					Semeste	er 2	
7	W.7.2,3,4	RL.7.4, 6	RI.7.6,7	L.7.2,4	SL.7.4	W.7.5,6,7	RL.7.3,4	RI.7.3,6	L.7.1,6	SL.7.2,5
	ELD support	I.A 7.4.	I.B 7.6.	I.C 7.10.	II.C. 7.6.	ELD support	I.A 7.4.	I.B 7.6.	I.C 7.10.	II.C. 7.6.
8	W.8.3	RL.8.2,3	L.8.2	SL.8.3	RI.8.3	W.8.2,4	RL.8.	RI.8.6,7	L.8.5	SL.8.4,5
	ELD support	I.B.8.6	I.A.8.3	I.A.8.4	I.C.8.10	ELD support	I.B.8.6	I.A.8.4	I.C.8.10	II.C.8.6
9	W.9-10.3,4	RI.9-10.2,3	RI.9-10.5	L.9-10.5	SL.9-10.1,4	W.9-10.7,8	RI.9-10.6,8	RL.9-10.1,4	L.9-10-11.2,4	SL.9-10.5,6
	ELD support	I.A.9-10.3	I.A.9-10.4	I.B.9-10.6	I.B.9-10.7	ELD support	I.B.9-10.7	I.C.9-10.12	II.C.9-10.6	II.C.9-10.7
10	W.9-10.2,5	RI.9-10.4,5	RL.9-10.4	L.9-10.2	SL.9-10.2	W.9-10.8,9	RI.9-10.3,6	RL.9-10.8,9	L.9-10.3,5	SL.9-10.5,7
	ELD support	I.A.9-10.3	I.A.9-10.4	I.A.9-10.6	I.B.9-10.6	ELD support	I.B.9-10.7	I.C.9-10.12	II.C.9-10.6	II.C.9-10.7
11	W.11-12.3	RI.11-12.3,4	RL.11-12.2	L.11-12.4	SL.11-12.3	W.11-12.7,8	RI.11-12.2,5	RL.11-12.6	L.11-12.6	SL.11-12.5
	ELD support	I.A.11-12.3	I.A.11-12.4	I.B.11-12.7	I.C.11-12.12	ELD support	I.C.11-12.12	II.B.11-12.5	II.C.11-12.6	II.C.11-12.7
12	W.11-12.8	RI.11-12.6,7	RL.11-12.4	L.11-12.7	SL.11-12.4	W.11-12.9	RI.11-12.8,9	RL.11-12.8	L.11-12.9	SL.11-12.8
	ELD support	I.A.11-12.3	I.A.11-12.4	I.B.11-12.7	I.C.11-12.12	ELD support	I.C.11-12.12	II.B.11-12.5	II.C.11-12.6	II.C.11-12.7



Victor Valley Union High School District Division of Educational Services

Integration of the CCR Anchor Standard Strands

INPUT

- How students take in and process information

How students process and share information -

OUTPUT

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Spe	eaking & Listening & Language		Reading Information/Literature		Writing	Spea	king & Listening & Language
Standards SL1-3 Comprehension and Collaboration	 Acknowledge and respond to others' ideas. Evaluate and select evidence in different forms and from different sources as needed for use in presentations. Listen for key details and 	Standards 1-3 Key Ideas and Details	 Focus on the what (the gist). Focus on reading to understand in order to grasp the initial understanding. Identify, evaluate, assess, and analyze the elements of the text for important function and meaning within the text. 	Standards 1-3 Text Types and Purpose	 Argument: Analyze text of topics and determine evidence to support the argument. Write to change hearts, minds, and actions. Informational/explanatory: Convey ideas, events, and findings by choosing and explaining the behavior, meaning and importance of key details. Write to extend readers' knowledge and acceptance of ideas and procedures. Narrative: Develop real or imagined experiences. Write to inform, inspire, persuade, or entertain. 	Standards SL4-6 Comprehension and Collaboration	 Speaking & Listening Focus on how best to organize and develop ideas and evidence according to purpose, audience and task Use digital media to enhance, amplify, or otherwise improve
	qualities to evaluate perspective, logic, evidence and use of rhetoric in presentations/speeches.	Standards 4-6 Craft and Structure	 Focus on the how, analyzing how texts are made to serve a function or achieve a purpose Examine the choices authors make and how these choices contribute to the meaning of the text and the author's purpose 	Standards 4-6 Production and Distribution of Writing	 Focus on the stages of the writing process Determine the most appropriate style and format to match the purpose and audience Use technology to collaborate and publish 	Standards L1,2,	presentations, adapting language and delivery as needed. Language
	Use general and specialized reference materials in print or online to determine the Know	Standards 7-9 Integration of Knowledge and Ideas	 Read to deepen and extend knowledge Compare sources over time and across different media Emphasize the ability to read arguments Identify the claims a text makes Evaluate the evidence used to support claims Analyze the choice of means and media the author chooses and their effects 	Standards 7-9 Research to Build and Present Knowledge	 Focus on inquiry processes of various lengths Develop the ability to find, evaluate, and use a range of sources Cite the source of all information to avoid plagiarism 	4-6 Knowledge of Language Vocabulary Acquisition and Use	 Know and use the proper forms of English when speaking or writing for public purposes or audiences such as at work of school. Make intentional, informed choices in diction and syntax to communicate to a
	Make intentional, informed choices in diction and syntax to communicate to a specific audience for a specific purpose.	Standard 10 Range of Reading and Level of Text Complexity	 Grapple with works of exceptional craft and thought that serve as models for students' own thinking and writing Acquire a reservoir of literary and cultural knowledge, references, and images Evaluate intricate arguments and the challenges posed by complex texts 	Standard 10 Range of Writing	 Write routinely over extended times and for shorter times Write for an array of reasons and audiences in response to a mix of topics and tasks 		specific audience for a specific purpose.

CA ELD Standards						
Part I: Interacting in	leaningful Ways		Part III: Using Foundational Literacy Skills			
A. Collaborative: B. Interpre	ve: C. Productive:	A. Structuring Cohesive	B. Expanding & Enriching	C. Connecting and	Literacy in an Alphabetic Writing	
1. Exchanging 3. Supporting 5. Listenii	7. Evaluating 9. Presenting	Texts:	Ideas:	Condensing Ideas:	System	
information/ideas opinions and actively	language choices 10. Writing	1. Understanding text	3. Using verbs and verb 5. Modifying to	6. Connecting ideas	 Print concepts 	
2. Interacting via persuading others 6. Reading	viewing 8. Analyzing 11. Justifying/arguing	structure	phrases add details	(within sentences)	 Phonological awareness 	
written English 4. Adapting language closely	language choices 12. Selecting language	2. Understanding cohesion	4. Using nouns and noun	7. Condensing ideas	Phonics & word recognition	
choices	resources		phrases	(within sentences)	• Fluency	

VVUHSD Instructional Strategy Focus

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
	Writing: W.7.2;	Writing	Performance Task:	Unit 1: Rites of Passage
9 Weeks	W.7.3;	I can write a well-structured informative essay to		
		examine a complex subject, using relevant evidence	Essay and oral	Essential Question: What
	Reading: RL.7.1; RL.7.4;	from a variety of texts to clarify my perspective	presentation, students	can one generation learn
	RL.7.6; RI.7.1; RI.7.6;		write a nonfiction	from another? Who am I?
	RI.7.7; RI.7.9; RI.7.10	I can write a narrative (fiction or nonfiction) with	narrative using dialogue,	
		effective description, well-chosen details, and well-	description, and precise	Pearson Easy Bridge
	Language: L.7.1; L.7.2;	structured event sequences	language to develop and	
	L.7.4		convey experiences and	(Digital Resources)
		I can organize my ideas for clarity and cohesion,	events.	
	Speaking & Listening:	using appropriate transitions		Note: Only teachers of
	SL.7.4		Use the following	the specified courses can
		I can produce clear and coherent writing appropriate	prompt: How do two	access the digital
		to task, purpose, and audience	people have an effect on	curriculum through this
			each other, even though	link
	T- 450	I fully engage in the writing process, producing	they were from	
		multiple drafts, to develop and strengthen my	different generations?	
	The state of the s	writing		

English Language Arts			Seventh Grade: myPerspec	tives
Perspectives ENGLISH LANGUAGE ARTS	Reading I can determine central ideas and/or text and analyze the how the details develop and interact in the text		Students should conclude with a reflection that shares their point of view on what they have	
	I can cite evidence from a text, draw from it, and explain how it supports analysis, and or/ideas		learned about generations so far in their life. Connect examples from the	
	I can analyze and compare how diffe approach similar themes or topics	erent authors	selections.	
	Language I can use a variety of grammatical st writing and/or speaking that are app task, purpose, and audience			
	I can demonstrate an underst intricacies of words and word relation	_		
	Speaking & Listening I can effectively participate in conve discussions with a variety of peers.	rsations and		

Performance Task:

Unit 2: Turning Points

I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose,

and audience

Writing

Writing: W.7.1; W.7.2;

9 Weeks W.7.3; W.7.6; W.7.7

Reading: RL.7.1; RL.7.4; RL.7.3; RL.7.6; RI.7.1; RI.7.2; RI.7.4; RI.7.6

Speaking & Listening: SL.7.4;





I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective

In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence

I can organize my ideas for clarity and cohesion, using appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing

Reading

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can analyze and compare how different authors approach similar themes or topics

Create an imaginative / fictional narrative describing an individual's 1st day of school, using all elements of plot. Students will create a time capsule from a selected time, era, or period (ie; 1860's) justify and evaluate the selected objects and explain their historical and cultural significance to the given time period. Students will create a journal of an historical figure detailing their experiences (ie. My Furthest Back Person and In Search of Our Mother's Garden) Students will create a journal / diary of a central character figure from media, detailing their experiences (ie. Seven Samurai film). Also connects to 7th grade

Social Studies for Japan.

Essential Question: What can cause a sudden change in someone's life? Who am I in Society? How do my actions affect those around me and/or others? What are the consequences of my choices?

- ①Personal ② Community
- ② Society ② Law / legal

How do my actions affect my choices? Personal

- ① Community ② Society
- (*) law/ legal

Pearson Easy Bridge

(Digital Resources)

Note: Only teachers of the specified courses can access the digital curriculum through this link.

		Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience		
		I can demonstrate an understanding of the intricacies of words and word relationships		
		Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers		
		I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose,		
		and audience		
9 Weeks	Writing : W.7.1 W.7 7; W.7.8; W.7.9;	Writing I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-	Performance Task After completing the unit students will write an	Unit 3: People and the Planet Essential Question:
	Reading: RI.7.1; RI.7.2; RI.7.4;	structured event sequences	argument about people's impact on the environment.	What effects do people have on the
	6	I can organize my ideas for clarity and cohesion, using appropriate transitions	To help them prepare, encourage students to	environment? What does the environment
	Speaking & Listening: SL.7.4; SL.7.5	I can produce clear and coherent writing appropriate to task, purpose, and audience	think about the topic as they progress through the selections and as they participate in the Whole-	and people have in common?
		I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing	Class Learning experience.	

Seventh Grade: myPerspectives

English Language Arts

Perspectives english language arts	Reading I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas I can analyze how a writer's word choice shapes the meaning and tone of the text Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience I can demonstrate an understanding of the intricacies of words and word relationships Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers		Pearson Easy Bridge (Digital Resources) Note: Only teachers of the specified courses can access the digital curriculum through this link.
Writing: W.7.2;	Writing	Performance Task:	Unit 4: Facing Adversity
9 Weeks W.7.7; W.7.8; W.7.9	In the support of the analysis of an important and relevant topic, I can write an argument grounded in		
Reading: RL.7.1; RL.7.2;	valid, logical reasoning and pertinent evidence		
RL.7.4; RL.7.5; RI.7.1;	valia, logical reasoning and pertilient evidence		
RI.7.2; RI.7.4;	I can organize my ideas for clarity and cohesion,		

Speaking and Listening:

SL.7.1; SL.7.2

Language: L.7.1; L.7.2; L.7.4; L.7.6





using appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing

Reading

I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text

I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

Speaking & Listening

I can present information with supporting evidence so that an audience can follow the reasoning, and presentation is appropriate to task, purpose and audience Pearson Easy Bridge (Digital Resources)

Note: Only teachers of the specified courses can access the digital curriculum through this link

VVUHSD Teaching and Learning Framework Focus Elements

Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.

Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
8 - 10	Writing: W.8.3,	Writing	<u>Extended</u>	Unit I. Ditos of Dossago
Weeks		I can write a narrative (fiction or nonfiction) with effective	<u>Writing</u>	Unit I: Rites of Passage
	Reading: RL.8.1, RL.8.2,	description, well-chosen details, and well-structured event	<u>Project</u>	
		sequences	Write your	
	Language: L.8.1, L.8.2		own	
		I can produce clear and coherent writing appropriate to task,	suspenseful	
	Speaking & Listening:	purpose, and audience	narrative	
	SL.8.3		based on real	
		I fully engage in the writing process, producing multiple drafts,	or imagined	
		to develop and strengthen my writing	experiences	
			and events.	
		Reading		
		I can cite evidence from a text, draw conclusions from it, and		
		explain how it supports my claim, analysis, and/or ideas		
	Colore Annual Colores			
	7 3 4 5 6 5	I can determine central ideas and/or themes of a text and		
		analyze how the details of a text develop and interact in the		
		text to shape those ideas or themes		

English Language Arts	Eighth Grade: myPerspectives
English Early ade Aits	Lightin Grade. My cropectives

			T	
		I can analyze how a writer's word choice shapes the meaning		
		and tone of the text		
		<u>Language</u>		
		I can use a variety of grammatical structures when writing		
		and/or speaking that are appropriate to the task, purpose, and		
		audience		
		I can use multiple methods to determine or clarify the meanings of words and phrases		
		Speaking & Listening		
		I can effectively participate in conversations and discussions		
		with a variety of peers		
8 - 10	Writing: W.8.1,	Writing	<u>Extended</u>	Unit II: Holocaust/Drama
Weeks		In the support of the analysis of an important and relevant	<u>Writing</u>	
	Reading: RL.8.3, RI.8.3	topic, I can write an argument grounded in valid, logical	<u>Project</u>	
		reasoning and pertinent evidence	Pick two of the	
	Language: L.8.5		selections	
		I can organize my ideas for clarity and cohesion, using	from the unit	
	Speaking & Listening:	appropriate transitions	and write an	
	SL.8.3		argumentative	
		I can produce clear and coherent writing appropriate to task,	essay that	
		purpose, and audience	presents a	
			claim in	
		I can assess the credibility and accuracy of a variety of sources	answer to the	
		to determine relevant information to support my claim,	following	
		analysis, and/or ideas	question: how	
			can people	
		I can conduct research that is grounded in a self-generated	best respond	
		question that propels me to explore and synthesize multiple	to conflict?	
		sources to demonstrate my understanding of a topic		

English Language Arts	Eighth Grade: myPerspectives
Eligiisii Laliguage Al ts	Eighth Glade. Hyperspectives

		Reading I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience I can demonstrate an understanding of the intricacies of words and word relationships Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience		
8 - 10 Weeks	Writing: W.8.4,	Writing In the support of the analysis of an important and relevant	Extended Writing	Unit III: What Matters
		topic, I can write an argument grounded in valid, logical	Project	
		reasoning and pertinent evidence	Choose two	

English Language Arts	Engl	ish	Lang	uage	Arts
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Eighth Grade: *myPerspectives*

	Reading: RL.8.2, RL.8.3,		selections	
	RI.8.2	I can produce clear and coherent writing appropriate to task,	from this unit	
		purpose, and audience	and think	
	Language: L.8.1		about the	
		I can assess the credibility and accuracy of a variety of sources	main character	
	Speaking & Listening:	to determine relevant information to support my claim,	or the narrator	
	SL.8.4	analysis, and/or ideas	in each one.	
		Dec Pro-	Write a	
		Reading	literary	
		I can determine central ideas and/or themes of a text and	analysis that	
		analyze how the details of a text develop and interact in the	shows how	
		text to shape those ideas or themes	personal experience can	
		I can analyze how a writer uses syntax and text structure to	change people	
	Section 1	develop their claims, themes, and or/ideas	for better or	
		develop their claims, themes, and or/ideas	sometimes for	
		I can recognize an author's point of view and purpose and	worse.	
	The second second	analyze how it influences the content and style of the text	worse.	
		analyze now it innacroes the content and style of the text		
		Language		
		I can use a variety of grammatical structures when writing		
		and/or speaking that are appropriate to the task, purpose, and		
		audience		
		I can demonstrate an understanding of the intricacies of words		
		and word relationships		
8 - 10	Writing: W.8.2,	Writing	<u>Extended</u>	Unit IV: Human
Weeks	.	I can write a well-structured informative essay to examine a	Writing	Intelligence and
	Reading: RL.8.6,	complex subject, using information to support my claim,	<u>Project</u>	Society
		analysis, and/or ideas	Write an	
		I can organize my ideas for clarity and cohesion, using	informative	

RI.8.7

Language: L.8.5

Speaking & Listening: SL.8.5



appropriate transitions.

I can produce clear and coherent writing appropriate to task, purpose and audience

I can conduct research that is grounded in a self-generated question that propels me to explore and synthesize multiple sources to demonstrate my understanding of a topic

Reading

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can analyze how a writer uses syntax and text structure to develop their claims, themes, and/or ideas

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented

Speaking & Listening

I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience

I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding

essay

analyzing
their ideas
about society,
freedom and
intelligence.
Use ideas and
information
expressed in at
least two unit
texts to
reinforce your
analysis.

VVUHSD Instructional Strategy Focus

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

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Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	California Common Core State Standards	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 - 8	Writing : W.9-10.3;	Writing	Part 1: Writing	Unit 1: American Voices
Weeks	W.9-10.4; W.9.5; W.9 -	I can write a narrative (fiction or nonfiction) with effective	Write a	
	10.9	description, well-chosen details, and well-structured event	nonfiction	Essential Question:
		sequences	narrative on	
	Reading: RI.9-10.2;		the following	How is an American
	RI.9-10.3; RI.9-10.5;	I can organize my ideas for clarity and cohesion, using	topic: How is an	identity created?
	RL.9.2; RL.9.4; RL.9.5	appropriate transitions.	American	
			identity	Pearson Easy Bridge
	Language: L.9-10.1b;	I can produce clear and coherent writing appropriate to task,	created? (118)	(Digital Resources)
	L.9-10.5	purpose, and audience		Note: Only teachers of
			Part 2:	the specified courses can
	Speaking & Listening:	I fully engage in the writing process, producing multiple	Speaking &	access the digital
	SL.9-10.1; SL.9-10.4	drafts, to develop and strengthen my writing	Listening	curriculum through this
			After	link.
		Reading	completing the	
		I can determine central ideas and/or themes of a text and	final draft of	
		analyze how the details of a text develop and interact in the	your nonfiction	
	The second second	text	narrative, plan	

	Perspectives ENGLISH LANGUAGE ARTS	I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas I can analyze how a writer's word choice shapes the meaning and tone of the text	and present a brief oral presentation (120)	Novels (optional):
		<u>Language</u>		
		I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience		
		I can demonstrate an understanding of the intricacies of words and word relationships		
		Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers.		
		I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.9-10.1;	Writing	Part I: Writing	Unit 2: Survival
Weeks	W.9-10.4; W.9-10.5;	In the support of the analysis of an important and relevant	Write an	
	W.9-10.8; W.9-10.9	topic, I can write an argument grounded in valid, logical	argument in	Essential Question:
		reasoning and pertinent evidence	which you state	What does it take to
	Reading: RI.9-10.1;		and defend a	survive?
	RI.9-10.3; RI.9-10.4;	I can assess the credibility and accuracy of a variety of sources	claim	
	RI.9-10.6; RI.9-10.8;	to determine relevant information to support my claim,	responding to	Pearson Easy Bridge
	RL.9-10.1; RL.9-10.4;	analysis, and/or ideas.	the following	(Digital Resources)

RL.9-10.5

Language: L.9-10.1; L.9-10.3

Speaking & Listening: SL.9-10.1; SL.9-10.4





I can organize my ideas for clarity and cohesion, using appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing

Reading

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

question:
Should people
in life-or-death
situations be
held
accountable for

their actions?

(246)

Part II: Speaking and Listening

After completing the final draft of your argument, use it as the foundation for a three-to-five minute oral presentation (248)

Note: Only teachers of the specified courses can access the digital curriculum through this link.

Novels (optional):
Call of the Wild
Lord of the Flies
The Odyssey
Jurassic Park

|--|

		Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers		
		I can present information with supporting evidence where the audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience		
6 - 8 Weeks	Writing: W.9-10.2; W.9-10.4; W.910.5; W.9-10.8 Reading: RI.9-10.2;	Writing I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective	Part 1: Writing Write an informative essay on the following issue:	Unit 3: The Literature of Civil Rights Essential Question:
	RI.9-10.4; RI.9-10.5; RL.9-10.5	I can organize my ideas for clarity and cohesion, using appropriate transitions	Explain how words have the power to	How can words inspire change?
	Language: L.9.10-2a; L.9-10.2b; L.9-10.4b	I can produce clear and coherent writing appropriate to task, purpose, and audience	provoke, calm, or inspire (352)	Pearson Easy Bridge (Digital Resources)
	Speaking & Listening: SL.9-10.1c-d; SL.9-10.2; SL. 9-10.5	I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas	Part 2: Speaking &	Note: Only teachers of the specified courses can access the digital curriculum through this
		Reading I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text	Listening After completing the final draft of your	link. Novels (optional): To Kill a Mockingbird Go Tell it On the Mountain
		I can analyze how a writer's word choice shapes the meaning and tone of the text	informative essay, use it as the foundation	

		Lean analyze how writers use contay and toot structure to	for a three to	
	My Perspectives	I can analyze how writers use syntax and text structure to	for a three -to -	
	TOTAPOULTA CO	develop their claims, themes, and/or ideas	five - minute	
			multimedia	
		Language	presentation	
		I can use a variety of grammatical structures when writing	(354)	
		and/or speaking that are appropriate to the task, purpose,		
		and audience		
		I can demonstrate an understanding of the intricacies of		
		words and word relationships		
		Speaking & Listening		
		I can evaluate information presented in a variety of media and		
		formats to be able to strategically integrate digital media in a		
		presentation to further support the audience's understanding		
6 - 8	Writing: W.9-10.1;	Writing	Part 1: Writing	Unit 4: Star-Crossed
Weeks	W.9-10.7; W.9-10.9	In the support of the analysis of an important and relevant	Write a literary	Romances
		topic, I can write an argument grounded in valid, logical	criticism	
	Reading: RI.9-10.1;	reasoning and pertinent evidence	offering	Essential Question:Do
	RI.9-10.6; RI.9-10.7;		insightful	we determine our own
	RI.9-10.8; RL.9-10.2;	I can organize my ideas for clarity and cohesion, using	analysis and	destinies?
	RL.9-10.3; RL.9-10.5;	appropriate transitions.	your own	
	RL.9-10.9		evaluation of	Pearson Easy Bridge
		I can produce clear and coherent writing appropriate to task,	how the texts	(Digital Resources)
	Language: L.9-10.4a-b;	purpose, and audience	answer the	
	L.9-10.5		following	Note: Only teachers of
		I fully engage in the writing process, producing multiple	question:	the specified courses can
	Speaking & Listening:	drafts, to develop and strengthen my writing	Should the	access the digital
	SL.9-10.1; SL.9-10.2; SL.		opinions of	curriculum through this
	9-10.5	I can conduct research that is grounded in a self-generated	others affect	link.



question that propels me to explore in depth and synthesize multiple resources to demonstrates my understanding on of the subject.

Reading

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas

I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas

Language

I can use multiple methods to determine or clarify the meanings of words and phrases

I can demonstrate an understanding of the intricacies of words and word relationships

Speaking & Listening

I can effectively participate in conversations and discussions with a variety of peers

I can evaluate information presented in a variety of media and

our own choices or destinies? (538)

Part 2:

Speaking & Listening
After
completing the final draft of your literary criticism essay, use it as the foundation for a three - to - five - minute multimedia presentation (540)

Novels (optional): The Fault in Our Stars Wuthering Heights

		formats to be able to strategically integrate digital media in a		
		presentation to further support the audience's understanding		
6 -8	Writing: W.9-10.2;	Writing	Part 1: Writing	Unit 5: Journeys of
Weeks	W.9-10.4; W.9-10.5;	I can write a well-structured informative essay to examine a	Write an	Transformation
		complex subject, using relevant evidence from a variety of	explanatory	
	Reading: RL.9-10.1;	texts to clarify my perspective	essay in which	Essential Question:
	RL.9-10.3; RL.9-10.5;		you examine a	
	RL.9-10.6	I can organize my ideas for clarity and cohesion, using	topic and	Why do we try to
		appropriate transitions	convey ideas,	imagine the future?
	Language: L.9-10.4;		concepts,	
	L.9-10.5;	I can produce clear and coherent writing appropriate to task,	procedures,	Pearson Easy Bridge
		purpose, and audience	and information	(Digital Resources)
	Speaking & Listening:		related to the	
	SL.9-10.1; SL.9-10.4;	I fully engage in the writing process, producing multiple	following	Note: Only teachers of
	Sl.9-10.5; SL.9-10.6	drafts, to develop and strengthen my writing	question: When	the specified courses can
			does the	access the digital
		Reading	journey matter	curriculum through this
		I can cite evidence from a text, draw conclusions from it, and	more than the	link.
	Company of the second	explain how it supports my claim, analysis, and/or ideas	destination?	Novels (optional):
	"Dovanoatirroa		(690)	The Road
	rer spectives	I can determine central ideas and/or themes of a text and		Fahrenheit 451
		analyze the how the details of a text develop and interact in	Part 2:	
		the text	Speaking &	
			Listening	
		I can recognize an author's point of view and purpose and	After	
		analyze how it influences the content and style of the text	completing the	
			final draft of	
		Language	your	
		I can use multiple methods to determine or clarify the	explanatory	
		meanings of words and phrases	essay, use it as	

English Language Arts	Ninth Grade: myPerspectives
	the foundation

		I can demonstrate an understanding of the intricacies of words and word relationships Speaking and Listening I can present information with supporting evidence so that the audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding	the foundation for a three - to - five - minute podcast (692)	
6 -8	Writing: W.9-10.3;	Writing	Part 1: Writing	Unit 6: World's End
Weeks	W.9-10.4; W.9-10.5;	I can write a narrative (fiction or nonfiction) with effective	Write a short	
		description, well-chosen details, and well-structured event	story in which	Essential Question:
	Reading: RI.9-10.3;	sequences	you develop a	
	RI.9-10.6; RL.9-10.5;		theme related	What matters more, the
	RL.9-10.6	I can organize my ideas for clarity and cohesion, using	to the following	present or the future?
		appropriate transitions	question:	
	Language: L.9-10.1a;		Which matters	Pearson Easy Bridge
	L.9-10.4b; L.9-10.5	I can produce clear and coherent writing appropriate to task,	morethe	(Digital Resources)
		purpose, and audience	present, or the	
	Speaking & Listening:		future? (794)	Note: Only teachers of
	SL.9-10.5; SL.9-10.6	I fully engage in the writing process, producing multiple		the specified courses can
		drafts, to develop and strengthen my writing	<u>Part 2:</u>	access the digital
			Speaking &	curriculum through this
		Reading	<u>Listening</u>	link.
		I can determine central ideas and/or themes of a text and	After	
		analyze the how the details of a text develop and interact in	completing the	





the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can use multiple methods to determine or clarify the meanings of words and phrases

I can demonstrate an understanding of the intricacies of words and word relationships

Speaking and Listening

I can effectively participate in conversations and discussions with a variety of peers.

I can present information with supporting evidence so that the audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience. final draft or your narrative, record your narrative to present to the class (796)

VVUHSD Instructional Strategy

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 -8	Writing: W.9-10.2;	Writing	Writing:	Unit 1: Inside the
Weeks	W.9-10.4; W.9-10.5;	I can write a well-structured informative essay to examine a	Part 1: Write an	Nightmare
	W.9-10.8	complex subject, using relevant evidence from a variety of	explanatory	
		texts to clarify my perspective	essay on the	Pearson Easy Bridge
	Reading: RI.9-10.2;		following topic:	(Digital Resources)
	RI.9-10.4; RI.9-10.5;	I can organize my ideas for clarity and cohesion, using	In what ways	
	RL.9-10.5	appropriate transitions	does	Note: Only teachers of the
			transformation	specified courses can access
	Language: L.9.10-2a;	I can produce clear and coherent writing appropriate to task,	play a role in	the digital curriculum
	L.9-10.2b; L.9-10.4b	purpose, and audience	stories meant	through this link.
			to scare us?	
	Speaking & Listening:	I can assess the credibility and accuracy of a variety of	(122)	Novels (optional):
	SL.9-10.1c-d; SL.9-10.2;	sources to determine relevant information to support my		
	SL. 9-10.5	claim, analysis, and/or ideas	Speaking &	
			<u>Listening</u>	
		Reading	Part 2: After	
	T = 45	I can determine central ideas and/or themes of a text and	completing the	
		analyze how the details of a text develop and interact to	final draft of	

English La	nguage Arts
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Tenth Grade: myPerspectives

	T	T		
	my Perspectives	shape those ideas or themes	your	
	T GISPEULLV GS		explanatory	
		I can analyze how a writer's word choice shapes the meaning	essay, use it as	
		and tone of the text	the foundation	
			for a three-to-	
		I can analyze how writers use syntax and text structure to	five minute	
		develop their claims, themes, and/or ideas	informal talk	
			(124)	
		<u>Language</u>		
		I can use a variety of grammatical structures when writing		
		and/or speaking that are appropriate to the task, purpose,		
		and audience		
		I can demonstrate an understanding of the intricacies of		
		words and word relationships		
		Speaking & Listening		
		I can effectively participate in conversations and discussions		
		with a variety of peers.		
		, .		
		I can evaluate information presented in a variety of media		
		and formats to be able to strategically integrate digital media		
		in a presentation to further support the audience's		
		understanding		
6 -8	Writing: W.9-10.1;	Writing	Writing	Unit 2: Outsiders and
Weeks	W.9-10.4; W.9-10.5;	In the support of the analysis of an important and relevant	Part 1: Write an	Outcasts
	W.9-10.8; W.9-10.9	topic, I can write an argument grounded in valid, logical	argument in	
		reasoning and pertinent evidence	which you state	Pearson Easy Bridge
	Reading: RI.9-10.1;		and defend a	(Digital Resources)
	RI.9-10.3; RI.9-10.4;	I can assess the credibility and accuracy of a variety of	claim about the	
	RI.9-10.6; RI.9-10.8;	sources to determine relevant information to support my	following	Note: Only teachers of the

English Language Arts

Tenth Grade: myPerspectives

RL.9-10.1; RL.9-10.4; RL.9-10.5

Language: L.9-10.1; L.9-10.3

Speaking & Listening: SL.9-10.1; SL.9-10.4





claim, analysis, and/or ideas

I can organize my ideas for clarity and cohesion, using appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing

Reading

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact to shape those ideas or themes

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose,

question: Is the experience of being an outsider universal? (254)

Speaking &

Listening
Part 2: After
completing the
final draft of
your argument,
use it as the
foundation for
a three-to-five
minute oral
presentation
(256)

specified courses can access the digital curriculum through this link.

Novels (optional):

Englis	sh Langu	uage Arts
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Tenth Grade: myPerspectives

	T	Γ	1	T
		and audience		
		Speaking & Listening		
		I can effectively participate in conversations and discussions		
		with a variety of peers		
		I can present information with supporting evidence so that		
		the audience can follow the reasoning, and the presentation		
		is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.9-10.2;	Writing	Writing	Unit 3: Expanding
Weeks	W.9-10.4; W.910.5;	I can write a well-structured informative essay to examine a	Part 1: Write an	Freedom's Reach
	W.9-10.8	complex subject, using relevant evidence from a variety of	informative	
		texts to clarify my perspective	essay in which	Pearson Easy Bridge
	Reading: RI.9-10.2;		you gather and	(Digital Resources)
	RI.9-10.4; RI.9-10.5;	I can organize my ideas for clarity and cohesion, using	present	
	RL.9-10.5	appropriate transitions	information to	Note: Only teachers of the
			respond to the	specified courses can access
	Language: L.9.10-2a;	I can produce clear and coherent writing appropriate to task,	following	the digital curriculum
	L.9-10.2b; L.9-10.4b	purpose, and audience	question: What	through this link.
	,		does it mean to	
	Speaking & Listening:	I can assess the credibility and accuracy of a variety of	"be free"?	Novels (optional):
	SL.9-10.1c-d; SL.9-10.2;	sources to determine relevant information to support my	(358)	, , ,
	SL. 9-10.5	claim, analysis, and/or ideas		
			Speaking &	
		Reading	Listening	
		I can determine central ideas and/or themes of a text and	Part 2: After	
		analyze how the details of a text develop and interact to	completing the	
	(1)	shape those ideas or themes	final draft of	
		·	your	
		I can analyze how a writer's word choice shapes the meaning	informative	
		and tone of the text	essay, use it as	

Eng	lish	Language	Arts
0			

Tenth Grade: myPerspectives

		I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience I can demonstrate an understanding of the intricacies of words and word relationships Speaking & Listening I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's	the foundation for a five-to-ten minute multimedia presentation (360)	
6 - 8	Writing: W.9-10.2;	understanding Writing	Writing	Unit 4: All That Glitters
Weeks	W.9-10.4; W.9-10.5;	I can write a well-structured informative essay to examine a	Part 1: Write an	
		complex subject, using relevant evidence from a variety of	informative	Pearson Easy Bridge
	Reading: RL.9-10.1;	texts to clarify my perspective	essay in which	(Digital Resources)
	RL.9-10.3; RL.9-10.5;		you examine a	
	RL.9-10.6	I can organize my ideas for clarity and cohesion, using	topic and	Note: Only teachers of the
		appropriate transitions	convey ideas,	specified courses can access
	Language: L.9-10.4;		concepts, and	the digital curriculum
	L.9-10.5;	I can produce clear and coherent writing appropriate to task,	information	through this link.
		purpose, and audience	related to the	
	Speaking & Listening:		following	Novel (optional):
	SL.9-10.1; SL.9-10.4;	I can assess the credibility and accuracy of a variety of	questions: How	
	SI.9-10.5; SL.9-10.6	sources to determine relevant information to support my	do we decide	
		claim, analysis, and/or ideas	what we want	

י און writing: w.y- וע.ו: writing Unit 5: Virtue and writing Unit 5: Virtue and	Perspectives ENGLISH LANGUAGE ARTS Writing: W.9-10.1;	analyze how the details of a text develop and interact to shape those ideas or themes I can analyze how a writer's word choice shapes the meaning and tone of the text I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas Language I can use multiple methods to determine or clarify the meanings of words and phrases I can demonstrate an understanding of the intricacies of words and word relationships Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience Writing	Speaking & Listening Part 2: After completing the final draft of your informative essay, use it as the foundation for a three - to - five - minute oral presentation (490). Writing	Unit 5: Virtue and
	N.9-10.2.7; W.9.10.8;	In the support of the analysis of an important and relevant	Part 1: Write an	Vengeance

Reading: RI.9-10.1; RI.9-10.6; RI.9-10.7; RI.9-10.8; RL.9-10.2;

RL.9-10.3; RL.9-10.5;

RL.9-10.9

W.9-10.9

Language: L.9-10.4a-b;

L.9-10.5

Speaking & Listening:

SL.9-10.1; SL.9-10.2; SL. 9-10.5





topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence

I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas.

I can organize my ideas for clarity and cohesion, using appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

Reading

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented

Language

I can use multiple methods to determine or clarify the meanings of words and phrases.

argument in which you state and defend a claim responding to the following question: Can justice and forgiveness go hand in hand? (652)

Speaking & Listening

Part 2: After completing the final draft of your argument, use it as the foundation for a three - to - five - minute public service announcement (654).

Pearson Easy Bridge (Digital Resources)

Note: Only teachers of the specified courses can access the digital curriculum through this link.

Novels (optional):

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Tenth Grade: myPerspectives

6 -8	Writing: W.9-10.3;	I can demonstrate an understanding of the intricacies of words and word relationships Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding Writing	Writing	Unit 6: Blindness and Sight
Weeks	W.9-10.4; W.9.5; W.9 - 10.9 Reading: RI.9-10.2;	I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences	Part 1: Write a nonfiction narrative in which you tell a	Pearson Easy Bridge (Digital Resources)
	RI.9-10.3; RI.9-10.5; RL.9.2; RL.9.4; RL.9.5	I can organize my ideas for clarity and cohesion, using appropriate transitions	true story related to the following	Note: Only teachers of the specified courses can access the digital curriculum
	Language: L.9-10.1b; L.9-10.5	I can produce clear and coherent writing appropriate to task, purpose, and audience	question: Is there a difference	through this link. Novels (optional):
	Speaking & Listening: SL.9-10.1; SL.910.4a	I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing	between seeing and knowing? (810)	





Reading

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

Speaking & Listening

I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience

Speaking & Listening

Part 2: After completing the final draft of your nonfiction narrative, use it as the basis for a three - to - five - minute storytelling session (812).

VVUHSD Instructional Strategy

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 - 8	Writing: W.11-12.1;	Writing	Writing	Unit I: Writing Freedom
Weeks	W.11-12.2.7; W.11-	In the support of the analysis of an important and relevant	Part I: Write an	
	12.8; W.11-12.9	topic, I can write an argument grounded in valid, logical	argument in	Pearson Easy Bridge
		reasoning and pertinent evidence	which you	(Digital Resources)
	Reading: RI.11-12.1;		respond to this	
	RI.11-12.2; RI.11-12.3;	I can assess the credibility and accuracy of a variety of	question: What	Note: Only teachers of the
	RI.11-12.5; RI.11-12.6;	sources to determine relevant information to support my	are the most	specified courses can access
	RI.11-12.8; RI.11-12.9	claim, analysis, and/or ideas	effective tools	the digital curriculum
			for establishing	through this link.
	Language: L.11-12.1;	I can organize my ideas for clarity and cohesion, using	and preserving	
	L.11-12.3; L.11-12.5	appropriate transitions	freedom? (134)	Novels (optional):
	Speaking & Listening:	I can produce clear and coherent writing appropriate to	Speaking &	
	SL. 11-12.1; SL.11-12.2;	task, purpose, and audience	Listening	
	SL.11-12.4		Part II: Imagine	
	D	I can use multiple revision techniques to develop and	that a television	
	my Perspectives	strengthen my writing	station has	
	■ ENGLISH LANGUAGE ARTS		called on you to	





Reading

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

I can analyze seminal seventeenth, eighteenth, and nineteenth-century texts and evaluate the reasoning of the arguments presented in the text(s)

<u>Language</u>

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can use multiple methods to determine or clarify the meanings of words and phrases

Speaking & Listening

I can effectively participate in conversations and discussions with a variety of peers

I can present information with supporting evidence so that

be their expert on the concept of freedom.

Present a video recorded commentary, based on the final draft of your argument, to be used during coverage of a presidential debate (136)

		an audience can follow the reasoning, and the presentation		
		is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.11-12.3;	Writing	Writing	Unit II: The Individual and
Weeks	W.11-12.4; W.11-12.5;	I can write a narrative (fiction or nonfiction) with effective	Part I: Write a	Society
	W.11-12.9	description, well-chosen details, and well-structured event	personal	-
		sequences	narrative in	Pearson Easy Bridge
	Reading: RL.11-12.2,		which you	(Digital Resources)
	RL.11-12.4; RL.11-12.5;	I can organize my ideas for clarity and cohesion, using	describe a	
	RL.11-12.6; RL.11-12.9	appropriate transitions	specific event	Note: Only teachers of the
			from your life	specified courses can access
	Language: L.11-12.1;	I can produce clear and coherent writing appropriate to	that answers	the digital curriculum
	L.11-12.2	task, purpose, and audience	this question:	through this link.
			What	
	Speaking & Listening:	I fully engage in the writing process, producing multiple	significant	Novels (Optional):
	SL.11-12.1; SL.11-12.4a	drafts, to develop and strengthen my writing	incident from	
			my past helped	
	3	Reading	me to realize	
		I can determine central ideas and/or themes of a text and	that I am a	
		analyze how the details of a text develop and interact in the	unique	
	Selle Parado	text to shape those ideas or themes	individual?	
	_		(270)	
	My Perspectives	I can analyze how a writer's word choice shapes the		
	ENGLISH LANGUAGE ARTS	meaning and tone of the text	Speaking &	
			<u>Listening</u>	
		I can analyze how a writer use syntax and text structure to	Part II: Even if	
		develop their claims, themes, and/or ideas	you have never	
			seen a	
		I can recognize an author's point of view and purpose and	professional	
		analyze how it influences the content and style of the text	storyteller, you	
			have probably	
			witnessed great	

		Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience	storytelling. Prepare your personal narrative and present it as a storyteller would (272)	
6 - 8	Writing: W.11-12.2;	Writing	<u>Writing</u>	Unit 3: Power, Protest, and
Weeks	W.11-12.4; W.11-12.5;	I can write a well-structured informative essay to examine a	Part 1: Write an	Change
	W.11-12.8	complex subject, using relevant evidence from a variety of	informational	
		texts to clarify my perspective	essay in which	Pearson Easy Bridge
	Reading: RI.11-12. 4;		you explore this	(Digital Resources)
	RI.11-12.5; RI.11-12.6;	I can organize my ideas for clarity and cohesion, using	question: What	
	RI.112-12.7; RL.11-12.1;	appropriate transitions	motivates	Note: Only teachers of the
	RL.11-12.5		people to	specified courses can access
		I can produce clear and coherent writing appropriate to	struggle for	the digital curriculum
	Language: L.11-12.2;	task, purpose, and audience	change? (388)	through this link.
	L.11-12.4a-b			
		I can assess the credibility and accuracy of a variety of	Speaking &	Novels (Optional):
	Speaking & Listening:	sources to determine relevant information to support my	<u>Listening</u>	
	SL.11-12.4; SL.11-12.5	claim, analysis, and/or ideas.	Part II: After	
			completing the	
		Reading	final draft of	
	75 4 DE	I can cite evidence from a text, draw conclusions from it,	your	
		and explain how it supports my claim, analysis, and/or ideas	informational	
			text, make a	

English Langu	Jage Arts	5
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Eleventh Grade: myPerspectives

	Perspectives ENGLISH LANGUAGE ARTS	I can analyze how a writer's word choice shapes the meaning and tone of the text I can analyze how writers use syntax and text structure to develop their claims I can recognize an author's point of view and purpose and	podcast or audio recording that could be uploaded for listeners (390)	
		Language I can demonstrate an understanding of the intricacies of words and word relationships I can use multiple methods to determine or clarify the		
		meanings of words and phrases Speaking & Listening I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
		I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding		
6-8	Writing: W.11-12.2;	Writing	Writing	Unit 4: Grit and Grandeur
Weeks	W.11-12.4; W.11-12.5; W.11-12.8	In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence	Part 1: Write an explanatory essay in which	Pearson Easy Bridge (Digital Resources)
	Reading: RI.11-12.1; RI.11-12.3; RI.11-12.6;	I can organize my ideas for clarity and cohesion, using	you use examples from	Note: Only teachers of the

English Language Arts

Eleventh Grade: myPerspectives

RL.11-12.1; RL.11-12.3; RL.11-12. 5; RL.11-12.6; RL.11-12.9

Language: L.11-12.1; L.11-12.3; L.11-12.5

Speaking & Listening: SL.11-12.1; SL.11-12.3; SL.11-12.4





appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas

Reading

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

Speaking & Listening

I can effectively participate in conversations and discussions with a variety of peers

the texts in this unit and from your own life to answer this question: What makes certain places live on in our memory? (540)

Speaking & Listening
Part II: After completing the final draft of your explanatory essay, use it as the foundation for a three-to-five minute oral

presentation

(542)

specified courses can access the digital curriculum through this link.

Novels (Optional):

		I can present information with supporting evidence so that		
		an audience can follow the reasoning, and the presentation		
		is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.11-12.1;	Writing	Writing	Unit 5: Facing Our Fears
Weeks	W.11-12.2.7; W.11-	I can write a well-structured informative essay to examine a	Part I: Write an	
	12.8; W.11-12.9	complex subject, using relevant evidence from a variety of	argument that	Pearson Easy Bridge
		texts to clarify my perspective	responds to this	(Digital Resources)
	Reading: RI.1112.3;;		question: Is	
	RI.11-12.6; RL.11-12.1;	I can assess the credibility and accuracy of a variety of	fear always a	Note: Only teachers of the
	RL.11-12.3; RL.11-12.4;	sources to determine relevant information to support my	harmful	specified courses can access
	RL.11-12.5; RL.11-12.6;	claim, analysis, and/or ideas	emotion? (746)	the digital curriculum
	RL.11-12.7			through this link.
		I can organize my ideas for clarity and cohesion, using	Speaking &	
	Language: L.11-12.1;	appropriate transitions	Listening	Novels (Optional):
	L.11-12.2; L.11-12.5		Part II: After	
		I can produce clear and coherent writing appropriate to	completing a	
	Speaking & Listening:	task, purpose, and audience	final draft of	
	SL.11-12.4b		your argument,	
		I can use multiple revision techniques to develop and	prepare a	
	Salaria A	strengthen my writing	dramatic	
			reading of your	
	CONTRACT OF THE PARTY OF THE PA	Reading	argument (748)	
		I can cite evidence from a text, draw conclusions from it,		
	_	and explain how it supports my claim, analysis, and/or ideas		
	Perspectives			
	■ ENGLISH LANGUAGE ARTS	I can determine central ideas and/or themes of a text and		
		analyze how the details of a text develop and interact in the		
		text to shape those ideas or themes		
		Lean analyza how a writer's ward shaice shanes the		
		I can analyze how a writer's word choice shapes the		

English Language A	Arts
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Eleventh Grade: *myPerspectives*

		meaning and tone of the text		
		I can recognize an author's point of view and purpose and		
		analyze how it influences the content and style of the text		
		Language		
		I can use a variety of grammatical structures when writing		
		and/or speaking that are appropriate to the task, purpose,		
		and audience		
		I can use multiple methods to determine or clarify the		
		meanings of words and phrases		
		Speaking & Listening		
		I can present information with supporting evidence so that		
		an audience can follow the reasoning, and the presentation		
		is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.11-12.3;			Unit 6: Ordinary Lives,
Weeks	W.11-12.4; W.11-12.5;	Writing	Writing	Extraordinary Tales
Weeks	W.11-12.9	I can write a narrative (fiction or nonfiction) with effective	Part I: Write a	Extraoramary raics
	***************************************	description, well-chosen details, and well-structured event	short story that	Pearson Easy Bridge
	Reading: RI.11-12.3;	sequences	develops a	(Digital Resources)
	RI.11-12.5; RI.11-12; RL.		protagonist and	<u>(8</u>
	11.12.3; RL.11-12.4;	I can organize my ideas for clarity and cohesion, using	sets up a	Note: Only teachers of the
	RL.11-12.6	appropriate transitions	situation that	specified courses can access
			reveals tension	the digital curriculum
	Language: L.11-12.1;	I can produce clear and coherent writing appropriate to	between your	through this link.
	L.11-12.4; L.11-12.5	task, purpose, and audience	protagonist and	
			another	Novels (Optional):
	Speaking & Listening:	I fully engage in the writing process, producing multiple	character or	
	SL.11-12.4b	drafts, to develop and strengthen my writing	some outside	





Reading

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

I can use multiple methods to determine or clarify the meanings of words and phrases

Speaking & Listening

I can present information with supporting evidence that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience

force. Use the third-person point of view (866).

Speaking & Listening

Part II: After completing a final draft or vour narrative. tell your story to your class. Memorize the key plot points, character descriptions, and most important lines of dialogue from your narrative...Selec t digital audio to add interest and enhance effects in your story (868)

VVUHSD Instructional Strategy

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 - 8	Writing: W.11-12.1;	Writing	Writing	Unit I: Forging a Hero
Weeks	W.11-12.2.7;	In the support of the analysis of an important and relevant	Write an	
		topic, I can write an argument grounded in valid, logical	argument in	Pearson Easy Bridge
	Reading: RI.11-12.1;	reasoning and pertinent evidence	which you	(Digital Resources)
	RI.11-12.2; RI.11-12.3;		respond to this	
		I can assess the credibility and accuracy of a variety of	question:	Note: Only teachers of the
	Language: L.11-12.1;	sources to determine relevant information to support my		specified courses can access
	L.11-12.3; L.11-12.5	claim, analysis, and/or ideas	What makes a	the digital curriculum
			hero?	through this link.
	Speaking & Listening:	I can organize my ideas for clarity and cohesion, using		
	SL. 11-12.1; SL.11-12.2;	appropriate transitions		Novels (optional):
	SL.11-12.4			Don Quixote,
		I can produce clear and coherent writing appropriate to		Narrative of Sojourner
		task, purpose, and audience		Truth
				Flatland: A Romance of
	"D "	I can use multiple revision techniques to develop and		Many Dimensions
	Perspectives ENGLISH LANGUAGE ARTS	strengthen my writing		



Reading



I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can use multiple methods to determine or clarify the meanings of words and phrases

Speaking & Listening

I can effectively participate in conversations and discussions with a variety of peers

I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task and purpose

		Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience Speaking & Listening I can effectively participate in conversations and discussions with a variety of peers I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation		
		is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.11-12.2;	Writing	Writing	Unit 3: Facing the Future,
Weeks	W.11-12.4; W.11-12.5;	I can write a well-structured informative essay to examine a		Confronting the Past
	W.11-12.8	complex subject, using relevant evidence from a variety of		
		texts to clarify my perspective	Write an	Pearson Easy Bridge
	Reading: RI.11-12. 4;		informational	(Digital Resources)
	RI.11-12.5; RI.11-12.6;	I can organize my ideas for clarity and cohesion, using	essay in which	
	RI.112-12.7; RL.11-12.1;	appropriate transitions	you explore this	Note: Only teachers of the
	RL.11-12.5		question:	specified courses can
		I can produce clear and coherent writing appropriate to		access the digital
	Language: L.11-12.2;	task, purpose, and audience	How do our	curriculum through this
	L.11-12.4a-b		attitudes	link.
		I can assess the credibility and accuracy of a variety of	towards the	
	Speaking & Listening:	sources to determine relevant information to support my	past and future	Novels (Optional):
	SL.11-12.4; SL.11-12.5	claim, analysis, and/or ideas.	shape our	Julius Caesar
		Reading I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas	actions?	King Lear

English	Language	Arts
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Twelfth Grade: myPerspectives

		I can analyze how a writer's word choice shapes the		
	Perspectives ENGLISH LANGUAGE ARTS	meaning and tone of the text		
		I can analyze how writers use syntax and text structure to develop their claims		
		I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text		
		Language I can demonstrate an understanding of the intricacies of words and word relationships		
		I can use multiple methods to determine or clarify the meanings of words and phrases		
		Speaking & Listening I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
		I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding		
6-8	Writing: W.11-12.2;	Writing	Writing	Unit 4: Seeing Things
Weeks	W.11-12.4; W.11-12.5;	In the support of the analysis of an important and relevant	Write an	New
	W.11-12.8	topic, I can write an argument grounded in valid, logical	explanatory	
		reasoning and pertinent evidence	essay in which	Pearson Easy Bridge
	Reading: RI.11-12.1;		you use	(Digital Resources)
	RI.11-12.3; RI.11-12.6;	I can organize my ideas for clarity and cohesion, using	examples from	

English Language Arts

Twelfth Grade: myPerspectives

RL.11-12.1; RL.11-12.3; RL.11-12.5; RL.11-12.6; RL.11-12.9

Language: L.11-12.1; L.11-12.3; L.11-12.5

Speaking & Listening: SL.11-12.1; SL.11-12.3; SL.11-12.4





appropriate transitions

I can produce clear and coherent writing appropriate to task, purpose, and audience

I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas

Reading

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

Speaking & Listening

I can effectively participate in conversations and discussions with a variety of peers

the texts in this unit and from your own life to answer this question:

Why are both vision and disillusion necessary?

or: What factors lead people to look at their society from the outside, rather than simply accepting it? Note: Only teachers of the specified courses can access the digital curriculum through this link.

Novels (Optional): Crime and Punishment Jude the Obscure The Alchemist

		I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
6 - 8 Weeks	Writing: W.11-12.1; W.11-12.2.7; W.11- 12.8; W.11-12.9 Reading: RI.1112.3; ; RI.11-12.6; RL.11-12.1; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.6; RL.11-12.7 Language: L.11-12.1; L.11-12.2; L.11-12.5 Speaking & Listening:	Writing I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas I can organize my ideas for clarity and cohesion, using appropriate transitions I can produce clear and coherent writing appropriate to task, purpose, and audience	Writing Write an argument that responds to this question: What makes a self, and what does it mean to find it or lose it?	Pearson Easy Bridge (Digital Resources) Note: Only teachers of the specified courses can access the digital curriculum through this link. Novels (Optional): Into the Wild 1984 Brave New World
	SL.11-12.4b Perspectives ENGLISH LANGUAGE ARTS	I can use multiple revision techniques to develop and strengthen my writing Reading I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes I can analyze how a writer's word choice shapes the	Speaking & Listening Part II: After completing a final draft of your argument, prepare a dramatic reading of your argument	

English Language Arts

Twelfth Grade: myPerspectives

		meaning and tone of the text		
		I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text		
		Language I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience		
		I can use multiple methods to determine or clarify the meanings of words and phrases		
		Speaking & Listening I can present information with supporting evidence so that		
		an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
6 - 8	Writing: W.11-12.3;	Writing	Writing	Unit 6: Finding Home
Weeks	W.11-12.4; W.11-12.5; W.11-12.9	I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event	Conduct Research to write an	Pearson Easy Bridge (Digital Resources)
	Reading: RI.11-12.3; RI.11-12.5; RI.11-12; RL.	sequences	informative essay in	Note: Only teachers of the
	11.12.3; RL.11-12.4; RL.11-12.6	I can organize my ideas for clarity and cohesion, using appropriate transitions	response to this question: How does time	specified courses can access the digital curriculum through this
	Language: L.11-12.1; L.11-12.4; L.11-12.5	I can produce clear and coherent writing appropriate to task, purpose, and audience	or distance sharpen our perceptions of	link.
	Speaking & Listening: SL.11-12.4b	I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing	home?	





Reading

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

I can use multiple methods to determine or clarify the meanings of words and phrases

Speaking & Listening

I can present information with supporting evidence that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience Speaking &
Listening
Part II: After
completing a
final draft or
your narrative,
tell your story
to your class.
Selec digital
audio to add
interest and

enhance effects

presentation.

in your

Novels (Optional):
The House of Seven Gables
Wuthering Heights
Travels with Charley:
In Search of America