

Learning Intentions and Success Criteria

English 9 (Writing)

Colorado Standard:

W.9-10.2 Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

(Cognitive Process: Create; DOK: 1)

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Cognitive Process: Create; DOK: 1)

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

(Cognitive Process: Analyze; DOK 2).

W.9-10.6 (Elementary Technology Statement) Use menu/toolbar functions (font/size/style/line spacing/margins) to format, edit, and print a document.

(Cognitive Process: Apply; DOK: 1)

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing.

(Cognitive Process: Apply; DOK:3)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(Cognitive Process: Apply; DOK: 1)

Learning Intentions: We are writing paragraphs that explain a topic using reason, details, and facts (RDF's) and elaborations that clearly develop our ideas and topics.

Success Criteria:

1. Brainstorm possible topics and facts and ideas related to the topics (DOK 1)

2. Write appropriate topic sentences that indicate the topic of paragraph (DOK 1).

3. When writing paragraphs, provide a strong topic sentence, at least 3 supporting RDF's and 3 elaborations, a relevant and satisfying concluding sentence, and utilize transitions for fluency (DOK 2).

4. The combination of words and phrases provide appropriate fluency. Additionally, the pronoun 'you' was not used unnecessarily (DOK 3)

5. Follow the rules regarding punctuation, spelling, capitalization, and grammatical structure (DOK1).

6. If the composition is typed, it is double spaced, non-justified, using Times New Roman 12 pt. font, and standard margins. The heading is centered at the top of the paper with the name single spaced below. Three spaces separate the name and the body of the composition. The paragraphs are indented by tabbing in (12 spaces) and there is no extra space between paragraphs (DOK 1).

Resources:

*Writing Rubrics

*Student Writing Samples

*Writing/Grammar PowerPoints

Learning Intentions and Success Criteria

English 9 (Writing)

Learning Progression:

1. Know the parts of speech required to write a sentence.
2. Know the parts of speech and their role in punctuation.
3. Define reason, detail, fact, elaboration
4. Know the role of reasons, details, facts, and elaborations in 8 and 11 sentence paragraphs.
5. Know how to write a concluding sentence.
6. Know how to write grade level and topic appropriate transitions.
7. Follow standard publishing criteria.

Prerequisite: 8th Grade English

Above Grade Level: Multi paragraphs

Academic Vocabulary

- *Mode
- *Creative Writing
- *Expository Writing
- *Narrative Writing
- *Persuasive Writing
- *Strategies
- *Example
- *Compare/Contrast
- *Standard publishing Criteria

Technical Vocabulary

Writing

- *Topic Sentence
- *Reason
- *Detail
- *Fact
- *Concluding sentence

Word Processing

- *Indent
- *Font
- *Margins
- *non-justified
- *Italise

Interventions:

- *Graphic organizer that scaffold and help students visualize 8 and 11 sentence structure.
- *Word processing co-Construction--step by step process for typing finished work.
- *Student writing samples (what the final paper should read and look like).
- *Access to PowerPoints

Extensions:

- *Self access
- *Peer conferencing

Learning Intentions and Success Criteria

English 9 (Literature)

Colorado Standard:

- RL. 9-10-1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Cognitive Process: Understand; DOK: 2)
- RL. 9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Cognitive Process: Analyze; DOK: 3)
- RL. 9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (Cognitive Process: Analyze; DOK: 3)
- RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning analyze the cumulative impact of specific word choices on meaning and tone. (Cognitive Process: Analyze; DOK: 2)
- RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it create such effects as mystery, tension, or surprise. (Cognitive Process: Analyze; DOK: 3)
- RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Cognitive Process: Analyze; DOK: 3)
- RL. 9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (Cognitive Process: Evaluate; DOK: 3)
- RL. 9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Cognitive Process: Understand; DOK: 3)

Learning Intentions: We are reading and learning how to understand and analyze stories, drama, poetry, speeches and essays. We are determining the meaning of words and phrases used in the texts. We are recognizing and identifying an author's rhetorical choices, and we are citing strong textual evidence supporting our conclusions.

SUCCESS CRITERIA

- 1) Know and recognize literary terminology: plot, character, point of view, and various literary terms commonly used in literature (DOK 1).
- 2) Acquire a basic knowledge of historical events and periods and cultures in order to understand the implicit and/or explicit information provided in a text (DOK 3).
- 3) Track the plot of a short story (DOK 2).
- 4) Use the steps for analyzing a poem to figure out a poem's deeper meaning if one exists (DOK 3).
- 5) Determine figurative versus literal meaning (DOK 3)..
- 6) Provide textual evidence that supports inferences and analysis, including titles (DOK 3).
- 7) Write a paragraph comparing and contrasting the effect of various points of view when recounting events (DOK 3).
- 8) Produce a Venn Diagram comparing and contrasting characters (DOK 1).
- 9) Demonstrate comprehension of a stories events and author's use of suspense, conflict, character, point of view, symbols, irony, satire, and allusion (DOK 3)..
- 10) Know and recognize the DISTINGUISHING characteristics of literary genres: speech, poetry, and short stories (DOK 1).
- 11) Recognize parallel structure in poetry, speech, and common sentence structure (DOK 1)..
- 12) Figure out the meaning of words based on how they are use within the text (DOK 2).
- 13) (Grammar Link) Demonstrate an understanding of subject verb agreement by reading a passage and choosing the correct verbs (DOK 1).
- 14) Use a poem with a similar theme in order to understand and state the theme of a story with the same theme (DOK 3).
- 15) Identify symbols and determine their symbolic meaning and function within a poem (DOK 3).
- 16) Identify symbols in a short story and their role in presenting a theme (DOK 3).
- 17) Rewrite sentences to contain effective appropriate similes (DOK 1).
- 18) Identify implicit generalizations from explicit statements (DOK 2) .
- 19) Identifying plain and ornate diction (DOK 2).
- 20) (Grammar Link) Create more colorful sentences by adding appropriate modifiers (adj. adverbs, etc) (DOK 1)..
- 21) Compare and contrast stories with similar themes and explain the key similarities and differences (DOK 3)..
- 22) Know what genres William Shakespeare wrote, what a tragedy and a tragic hero are, how Shakespeare constructed his Medieval plays and productions, his use of symbols, soliloquy, aside, and manipulation of time (DOK 2).
- 24) (Grammar Link) Choose correct pronoun or pronoun contractions (DOK 1).
- 25) Participate in Socratic discussion by listening, speaking, and taking notes (DOK 3).

Resources:

- *Elements of Literature Third Edition
Holt Rinehart Winston
- *Daybook of Critical Reading and Writing
Great Source (10)
- *Analyzing a poem Co-construction
- *Literary analysis rubric
- *Grammar PowerPoints
- **The New Folger Library Shakespeare, Macbeth*
- *Macbeth PowerPoints
- *Macbeth Character and Play Synopsis
- *Macbeth Flip Book
- **The Lion King* (DVD)
- **Tragedy* (The Bee Gees)
- * *A&E William Shakespeare Life of Drama* (YouTube)
- * *Macbeth* (Thames Video Collection YouTube)

Learning Intentions and Success Criteria

English 9 (Literature)

Learning Progression:

1. Know and recognize literary terminology.
2. Understand the importance and use of supplementary reading material accompanying a selection in providing historical and/or cultural background and thinking cues (Before You Read, Meet The Writer).
3. Understand and use co-construction (steps) in analyzing poetry and stories.
4. Know IIR (indent, identify, restate).
5. Know what parts of speech are required to write a sentence.
6. Know the parts of speech and their role in punctuation.
7. Provide appropriate textual evidence to support conclusions.
8. Know how to correctly punctuate quoted material.
9. Follow standard publishing criteria when word processing.
10. Participate in Socratic discussion.
11. Participate in reading and (dramatization) of *Macbeth*.

Prerequisite: 8th Grade English

Above Grade Level: Multi paragraph analysis

Academic Vocabulary

- *Socratic discussion
- *Analyze
- *Generalizations
- *Implicit
- *Explicit
- *Distinguishing characteristics
- *Plain
- *Ornate
- *Rhetorical choices

Technical

- Reading
- *All 8th and 9th grade literary terms
 - *Human condition
- Writing
- *Prompt
 - *Standard publishing criteria

Interventions:

- *Graphic organizer that scaffold and help Students visualize.
- *Word processing co-construction--step by step process for typing finished work
- *Student examples
- *Teacher constructed examples
- *Access to PowerPoints

Extensions:

- *Make literary connections outside the classroom.

Learning Intentions and Success Criteria

Sophomore Literature

Colorado Standard:

RL. 9-10-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Cognitive Process: Understand; DOK: 2)

RL. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Cognitive Process: Analyze DOK: 3)

RL. 9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (Cognitive Process: Analyze DOK: 3)

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning analyze the cumulative impact of specific word choices on meaning and tone. (Cognitive Process: Analyze DOK: 2)

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it create such effects as mystery, tension, or surprise.(Cognitive Process: Analyze DOK: 3)

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Cognitive Process: Analyze DOK: 3)

RL. 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (Cognitive Process: Evaluate; 3)

RL. 9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Cognitive Process: Understand; DOK: 3)

Learning Intentions: We are reading and learning how to understand and analyze stories, drama, poetry, speeches and essays. We are determining the meaning of words and phrases used in the texts. We are recognizing and identifying an author's rhetorical choices, and we are citing strong textual evidence supporting our conclusions.

Success Criteria:

- 1) Know and recognize literary terminology: plot, character, point of view, and various literary terms commonly used in literature (DOK 1).
- 2) Acquire a basic knowledge of historical events and periods and cultures in order to understand the implicit and/or explicit information provided in a text (DOK 3).
- 3) Track the plot of a short story (DOK 2).
- 4) Use the steps for analyzing a poem to figure out a poem's deeper meaning if one exists (DOK 3).
- 5) Determine figurative versus literal meaning (DOK 3)..
- 6) Provide textual evidence that supports inferences and analysis, including titles (DOK 3).
- 7) Write a paragraph comparing and contrasting the effect of various points of view when recounting events (DOK 2).
- 8) Produce a Venn Diagram comparing and contrasting characters (DOK 1).
- 9) Demonstrate comprehension of a stories events and author's use of suspense, conflict, character, point of view, symbols, irony, satire, and allusion (DOK 3)..
- 10) Know and recognize the DISTINGUISHING characteristics of literary genres: speech, poetry, and short stories (DOK 1).
- 11) Recognize parallel structure in poetry,speech, and common sentence structure (DOK 1)..
- 12) Figure out the meaning of words based on how they are use within the text (DOK 2).
- 13) (Grammar Link) Demonstrate an understanding of subject verb agreement by reading a passage and choosing the correct verbs (DOK 1).
- 14)Use a poem with a similar theme in order to understand and state the theme of a story with the same theme (DOK 3).
- 15) Identify symbols and determine their symbolic meaning and function within a poem (DOK 3).
- 16) Identify symbols in a short story and their role in presenting a theme (DOK 3).
- 17) Rewrite sentences to contain effective appropriate similes (DOK 1).
- 18) Identify implicit generalizations from explicit statements (DOK 2) .
- 19) Identifying plain and ornate diction (DOK 2).
- 20) (Grammar Link) Create more colorful sentences by adding appropriate modifiers (adj. adverbs, etc) (DOK 1)..
- 21) Compare and contrast stories with similar themes and explain the key similarities and differences (DOK 3)..
- 22) Know what genres William Shakespeare wrote, what a tragedy and a tragic hero are, how Shakespeare constructed his Medieval plays and productions, his use of symbols, soliloquy, aside, and manipulation of time (DOK 2).
- 23) (Grammar Link) Choose correct pronoun or pronoun contractions (DOK 1).
- 24) Participate in Socratic discussion by listening, speaking, and taking notes (DOK 3).

Resources:

- *Elements of Literature Third Edition, Holt Rinehart Winston
- *Elements of Literature Third Edition Formal Assessment, Holt Rinehart Winston
- *Elements of Literature Third Edition Audio CD Library, Holt Rinehart Winston
- *Daybook of Critical Reading and Writing Great Source (10)
- *Analyzing a poem Co-construction
- *Literary analysis rubric
- *Grammar PowerPoints
- *The Odyssey (Mill Creek Direct DVD)
- * "Cask of the Amontillado (YouTube)
- *Julius Caesar The Rise to Power Flipbook
- *Julius Caesar foldable
- *William Shakespeare's Julius Caesar Interactive layered flip book
- *The Roman Evolution--From Republic To Empire. (YouTube)
- *The New Folger Library Shakespeare Julius Caesar
- *William Shakespeare's Julius Caesar (Lionstage DVD)
- *Caesar's Ghost Rap, The Cosby Show (You Tube)

Learning Intentions and Success Criteria

Sophomore Literature

Learning Progression:

1. Know and recognize literary terminology.
2. Understand the importance of and use supplementary reading material accompanying a selection in providing historical and/or cultural background and thinking cues (Before You Read, Meet The Writer).
1. Understand and use co-construction (steps) in analyzing poetry and stories.
2. Know IIR (indent, identify, restate).
3. Know what parts of speech are required to write a sentence.
4. Know what parts of speech are required to write a sentence.
5. Know the parts of speech and role in punctuation.
6. Provide appropriate textual evidence to support assertions.
7. Know how to correctly punctuate quoted material.
8. Follow standard publishing criteria.
9. Participate in Socratic discussion.

Prerequisite: 9th Grade English

Above Grade Level: Multi paragraph analysis

Academic Vocabulary:

- *Socratic discussion
- *analyze
- *generalizations
- *Implicit
- *Explicit
- *Distinguishing characteristics
- *Plain
- *Ornate
- *Rhetorical choices

Technical

- Reading
- *All 8th and 9th grade literary terms
 - *Human condition
- Writing
- *Prompt
 - *Standard publishing criteria

Interventions:

- *Graphic organizer that scaffold and help students Visualize .
- *Word processing co-construction-- step by step process for typing finished work.
- *Student examples
- *Teacher constructed examples
- *Access to PowerPoints

Extensions:

- *Make literary connections outside the classroom.

Learning Intentions and Success Criteria

US Literature

Colorado Standard:

RL. 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(Cognitive Process: Understanding; DOK: 3)

RL. 11-12.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.(Cognitive Process Analysis; DOK: 3)

RL. 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.(Cognitive Process: Analyze DOK: 3)

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning analyze the cumulative impact of specific word choices on meaning and tone. (Cognitive Process: Analyze DOK: 2)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

(Cognitive Process: Analyze DOK: 3)

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. (Cognitive Process: Analyze DOK: 3)

RL. 11-12.9 Demonstrate knowledge of eighteenth-nineteenth-and twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (Cognitive Process: Analyze DOK: 4)

RL. 11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Cognitive Process: Understanding DOK: 3)

RI.11-12.9 Analyze seventeenth, eighteenth, and nineteenth century foundational US documents of historical and literary significance. (Cognitive Process: Analyze DOK: 4)

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media, visually, quantitatively, orally, in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among. (Cognitive Process: Evaluate DOK: 4)

Learning Intentions: We are reading, learning, and discussing our nation's literature as it corresponds with US history. We are analyzing how our literature, including histories, narratives, sermons, poetry, autobiographies, stories, essays, and dramas, reflects our nations beliefs and values and how our literature has evolved as a result of historical and cultural events in the US and abroad. We are recognizing particular historical/literary periods, and determining the meaning of words and phrases used in the texts. We are recognizing and identifying an author's rhetorical choices, and citing strong textual evidence supporting our conclusions.

Success Criteria:

- 1) Know and recognize literary terminology: plot, character, point of view, and various literary devices commonly used in literature. (DOK 1).
- 2) Acquire a basic knowledge of historical events and periods in order to understand the implicit and/or explicit information provided in a text (DOK 3).
- 3) Use the steps for analyzing a poem to figure out a poems deeper meaning (DOK 3) .
- 4) Determine figurative versus literal meaning (DOK 3)..
- 5) Provide textual evidence that supports inferences and analysis, including titles (DOK 3).
- 6) Write a paragraph comparing and contrasting various points of view and the effect on our nations beliefs and values(DOK 2)
- 7) Demonstrate comprehension of an author's use of conflict, character, point of view, parable, simile, metaphor, symbols, irony, satire, allusion, and juxtaposition in establishing a theme (DOK 3)
- 8) Know and recognize the DISTINGUISHING characteristics of literary genres, speech, poetry, and short stories (DOK 1).
- 9) Recognize parallel structure in poetry, speech, and common sentence syntax (DOK 1)..
- 10) Figure out the meaning of words based on how they are use within the text (DOK 2).
- 11) Identify implicit generalizations from explicit statements (DOK 2).
- 12) Identifying plain and ornate diction (DOK 2)
- 13) Compare and contrast texts with similar themes and explain the key similarities and differences (DOK 3).
- 14) Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on topic or issue to stimulate a thoughtful, well-reasoned exchange. (DOK 3).
- Participate in Socratic discussion by listening, speaking, and taking notes (DOK 3) .
- 15) Combine knowledge and ideas by analyzing seventeenth, eighteenth and nineteenth century foundational US documents for historical and literary significance (DOK 4)
- 16) Analyze multiple sources of information presented in diverse formats and media (visually and orally)in order to make informed decision regarding credibility and accuracy of each source (DOK 3)
- 17)Participate in Socratic discussion by listening, speaking, and taking notes (DOK 3).

Resources:

- *Elements of Literature Fifth Edition (Holt Rinehart Winston)
- *Elements of Literature Fifth Edition Formal Assessment, (Holt Rinehart Winston)
- *Elements of Literature Fifth Edition CD Audio Library (Holt Rinehart Winston)
- *Analyzing a poem Co-construction
- *Literary analysis rubric
- *Grammar PowerPoints
- *Lecture PowerPoints
- *Author PowerPoints
- *Various Native American works
- **The Man Who Killed The Deer* Frank Waters
- *"The Man To Send Rain Clouds" Leslie Marmon Silko
- *"Upon a Spider Catching a Fly" Edward Taylor
- *"Matthew 6:19-21, "Lay Up Treasures in Heaven" & "Do Not Be Anxious"
- **Desperate Crossing, The Untold Story of the Mayflower* (The History Channel DVD)
- **In Search of History, Salem Witch Trials* (The History Channel DVD)
- **The Crucible* (20th Century Fox DVD)
- **A&E's Biography, Benjamin Franklin Citizen of the World* DVD
- **A&E Biography, Patrick Henry Voice of Liberty* DVD
- **1776* (Columbia Pictures DVD)
- **The Crossing* (A&E DVD)
- **The Legend of Sleepy Hollow* (StarMaker YouTube)
- **A&E Biography The Mystery of Edgar Allan Poe* DVD
- **Rappaccini's Daughter The American Short Collection* (Monterey Video DVD)
- *"I Would Do Anything For Love" (Meatloaf music video YouTube)
- *"Birds of a Feather" (*Northern Exposure* episode DVD)
- **Great Books Walden* (Discovery Channel School DVD)
- *"Hotel California" & "The Last Resort" The Eagles Music Video YouTube)
- Emily Dickinson A Certain Slant of Light* (Monterey home video VHS)
- To Build a Fire* (VCI Home Video VHS & YouTube)
- "Gliding O'er All" Vigil Strange I Kept On the Field One Night: & "The Artilleryman's Vision" Walt Whitman
- *Chapters 5 & 6 *The Red Badge of Courage*
- * *Gettysburg* (Turner Home Entertainment DVD)
- **Johnny Got His Gun* Dalton Trumbo
- **One* (Metallica Music Video YouTube)
- *"Dulce Et Decorum Est" Wilfred Owen
- **Legend of the Fall* TRI Star (VHS)
- *Naming of Parts" Henry Reed
- **Amazing Stories The Mission* (YouTube, VHS)
- *Vietnam Mix (VHS)
- **Billy Boy* (The Almanac Singers That's Why We're Marching World War II and the American Folk Song Movement)
- Billy Boy* (Ed McCurdy)
- *"Focusing on Background An Episode from Real Life" (From If I Die in A Combat Zone, Tim O'Brien)
- *"Where Have You Gone Charming Billy?" Time O'Brien
- **Braveheart* (Paramount DVD)

Learning Intentions and Success Criteria

US Literature

Learning Progression:

1. Know and recognize literary terminology.
2. Understand the importance of and use supplementary reading material accompanying a selection in providing historical and/or cultural background and thinking cues (Before You Read, Meet The Writer).
1. Understand and use co-construction (steps) in analyzing poetry and stories.
2. Know IIR (indent, identify, restate).
3. Know what parts of speech are required to write a sentence.
4. Know what parts of speech are required to write a sentence.
5. Know the parts of speech and role in punctuation.
6. Provide appropriate textual evidence to support assertions.
7. Know how to correctly punctuate quoted material.
8. Follow standard publishing criteria.
9. Participate in Socratic discussion.

Academic Vocabulary:

- *Socratic discussion
- *Implicit
- *Ornate
- *Analyze
- *Explicit
- *Rhetorical choices
- *Generalization
- *Plain

Technical

- *All 9th and 10th grade literary terms
- *Collective
- *Assimilation
- *Calvinism
- *Puritanism
- *Arbitrary predestination
- *Divine providence/retribution
- *Didactic
- *Human depravity
- *Introspective journals
- *Parable
- *Great Awakening
- *Autobiography
- *Age of Reason/Enlightenment
- *Rationalism
- *Propaganda
- *Deism
- *Romanticism
- *Gothic
- *Sublime
- *Inner-being
- *Transcendentalism
- *Sublime
- *Naturalism
- *Social Darwinism
- *Atheism

Interventions:

- *Access to PowerPoint
- *Small Group discussion

Extensions:

- *Make literary and historical connections outside the classroom.

Learning Intentions and Success Criteria

English 12 (Writing)

Colorado Standard:

- W.12-11.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Cognitive Process: Create; DOK: 4)
- W.12-11.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Cognitive Process: Create; DOK 1)
- W.12-11.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Cognitive Process: Create; DOK 1)
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Cognitive Process: Create; DOK: 1)
- W.12-11.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Cognitive Process: Analyze; DOK: 2).
- W.11-12.6 (Elementary Technology Statement)** Use menu/toolbar functions (font/size/style/line spacing/margins) to format, edit, and print a document. (Cognitive Process: Apply; DOK: 1)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, propose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Cognitive Process: Evaluate; DOK 3)
- W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (Cognitive Process: Analyze; DOK3)
- L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing. (Cognitive Process: Apply; DOK:3)
- L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Cognitive Process: Apply; DOK: 1)
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Cognitive Process: Analyze; DOK: 3)
- RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Cognitive Process: Evaluate; DOK4)
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words in order to address a question or solve a problem. (Cognitive Process: Evaluate DOK:4)
- W.9-10.6 (Elementary Technology Statement)** Use menu/toolbar functions (font/size/style/line spacing/margins) to format, edit, and print a document. (Cognitive Process: Apply; DOK:1).

Learning Intentions:

We are writing paragraphs and essays that explain something using reasons, details, and facts which clearly develop our ideas and topics. We are polishing our writing by working on word choice and fluency and proofreading and editing our punctuation and grammar.

We are learning how to write polished paragraphs and essay so we are prepared for other classes where we need to write explanatory text because writing can be fun when we are expressing ourselves and our opinions, because writing well prepares us for the future as we apply for scholarships and go to college and/or the workforce, and because we can demonstrate to others that we stand out over other applicants.

Success Criteria:

- 1)Brainstorm possible topics and facts and ideas related to the topics (DOK 1)
- 2)Identify topics appropriate to a specific writing strategy (DOK 1)
- 3)Provide an attention-grabbing story, statistic, statement, etc. that hooks a reader (DOK 1).
- 4) Write appropriate thesis statement that indicate the topic of an essay and in the rhetorical strategy used (DOK 1)
- 5) Provide an easily distinguishable essay map in the introductory paragraph which supports the thesis (DOK 2)
- 6) Paragraphs contain a strong topic sentence following the essay map,, RDF's and elaborations, and transitions which ensure fluency (DOK 3).
- 7) Avoid passive voice, uses strong verbs, correct, precise nouns, adjectives, and adverbs to create the appropriate mood, impression, or picture you are trying to achieve. The combination of words and phrases provide appropriate fluency, are not forced, unnatural, or out of character for the writer. Additionally, the pronoun you was not used unnecessarily(DOK 3)
- 8) The concluding paragraph is fluent and avoids coming to an abrupt halt. If an essay, the thesis and essay map are restated the thesis, and a concluding statement brings the essay to a satisfying end (DOK 3).
- 9) Follow the rules regarding punctuation, spelling, capitalization, and grammatical structure (DOK 1).
- 10) Provide an attention grabbing title that is relevant to the subject. Make sure The first and last words of a title are capitalized, as well as all **adjectives, adverbs, nouns, pronouns, verb, and all words that have four or more letters** (DOK 1)
- 11) Make sure the composition is typed, double spaced, non-justified, using Times New Roman 12 pt. font and standard margins. The title or heading is centered at the top of the paper with your name single spaced below the title. Three spaces separate your name and the body of the composition. The paragraphs are indented by tabbing in twelve spaces and there is no extra space between paragraphs (DOK 1).
- 12) Determine the central idea of a non-fiction text (DOK 2).
- 13) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose (DOK 3).
- 14) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (DOK 3).
- 15) Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem (DOK 4).
- 16) Utilize parenthetical citations as per the Modern Language Association (MLA) (DOK 1)
- 17) Provide a MLA style works list or works cited. (DOK 1)

Resources:

- *Steps to Writing Well Twelfth Edition
- *MLA Handbook Eighth Edition
- *Writing Effective Summary and Response Essays
- *Various Handouts
 - *How To Write a Good Essay
 - *Character Clash
 - *Writing for Success: Illustration
- *Writing Rubrics
- *Student Writing Samples
- *Writing/Grammar PowerPoints

Learning Intentions and Success Criteria

English 12 Writing

Learning Progression:

1. Know the parts of speech required to write a sentence.
2. Know the parts of speech and their role in punctuation.
3. Know the role of reasons, details, facts, and elaborations in developing an essay.
5. Know how to write a concluding (summary) paragraph of an essay, avoiding redundancy.
6. Utilize varied and appropriate transitions to create cohesion and fluency.
7. Develop an opinion or argument fairly and thoroughly, providing the most relevant evidence
8. Utilize a formal style and objective tone.
9. Consult MLA handbook when utilizing parenthetical citations and doing a MLA style works list or works cited.
10. Follow standard publishing criteria.

Prerequisite: English 10

Above Grade Level: Research paper

Academic Vocabulary:

- *Mode
 - *Creative Writing
 - *Descriptive Writing
 - *Expository Writing
 - *Narrative Writing
 - *Persuasive Writing
- *Strategies
 - *Example
 - *Process
 - *Compare/Contrast
 - *Definition
 - *Division/Classification
 - *Causal Analysis
 - *Illustration
- *Standard publishing Criteria

Technical Vocabulary

- Writing
 - *Topic Sentence
 - *Reason
 - *Detail
 - *Fact
 - *Introduction
 - *Body paragraphs
 - *Concluding paragraph
- *Works List
- *Works Cited
- *Parenthetical citation

Word Processing

- *Indent
- *Font
- *Margins

Interventions:

- *Graphic organizer that scaffold and help students visualize 8 and 11 sentence structure.
- *Word processing co-Construction--step by step process for typing finished work.
- *Student writing samples (what the final paper should read and look like).
- *Access to PowerPoints

Extensions:

- *Self access
- *Peer conferencing

Learning Intentions and Success Criteria

English 10 (Writing)

Colorado Standard:

W.12-11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Cognitive Process: Create; DOK 1)

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Cognitive Process: Create; DOK: 1)

W.12-11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Cognitive Process: Analyze; DOK: 2).

W.11-12.6 (Elementary Technology Statement) Use menu/toolbar functions (font/size/style/line spacing/margins) to format, edit, and print a document. (Cognitive Process: Apply; DOK: 1)

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing. (Cognitive Process: Apply; DOK:3)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Cognitive Process: Apply; DOK: 1)

Learning Intentions:

We are writing paragraphs and essays that explain something using reasons, details, and facts which clearly develop our ideas and topics. We are polishing our writing by working on word choice and fluency and proofreading and editing our punctuation and grammar.

We are learning how to write polished paragraphs and essay so we are prepared for other classes where we need to write explanatory text because writing can be fun when we are expressing ourselves and our opinions, because writing well prepares us for the future as we apply for scholarships and go to college and/or the workforce, and because we can demonstrate to others that we stand out over other applicants.

Success Criteria:

- 1) Brainstorm possible topics and facts and ideas related to the topics (DOK 1)
- 2) Identify topics appropriate to a specific writing strategy (DOK 1)
- 3) Provide an attention-grabbing story, statistic, statement, etc. that hooks a reader (DOK 1).
- 4) Write appropriate thesis statement that indicate the topic of an essay and in the rhetorical strategy used (DOK 1)
- 5) Provide an easily distinguishable essay map in the introductory paragraph which supports the thesis (DOK 2)
- 6) Paragraphs contain a strong topic sentence following the essay map, RDF's and elaborations, and transitions which ensure fluency (DOK 3).
- 7) Avoid passive voice, uses strong verbs, correct, precise nouns, adjectives, and adverbs to create the appropriate mood, impression, or picture you are trying to achieve. The combination of words and phrases provide appropriate fluency, are not forced, unnatural, or out of character for the writer. Additionally, the pronoun you was not used unnecessarily (DOK 3)
- 8) The concluding paragraph is fluent and avoids coming to an abrupt halt. If an essay, the thesis and essay map are restated the thesis, and a concluding statement brings the essay to a satisfying end (DOK 3).
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Resources:

*Writers Inc A Student Handbook for Writing and Learning

*Various Handouts

*How To Write a Good Essay

*Character Clash

*Parts of Speech Flip Book

*Writing Rubrics

*Student Writing Samples

*Writing/Grammar PowerPoints

Learning Intentions and Success Criteria

English 10 (Writing)

Learning Progression:

1. Know the parts of speech required to write a sentence.
2. Know the parts of speech and their role in punctuation.
3. Know the role of reasons, details, facts, and elaborations in developing an essay.
5. Know how to write a concluding (summary) paragraph of an essay, avoiding redundancy.
6. Utilize varied and appropriate transitions to create cohesion and fluency.
7. Follow standard publishing criteria.

Prerequisite English 9

Above Grade Level: Write additional strategies

Academic Vocabulary:

- *Mode
 - *Creative Writing
 - *Descriptive Writing
 - *Expository Writing
 - *Narrative Writing
 - *Persuasive Writing
- *Strategies
 - *Example
 - *Process
 - *Compare/Contrast
 - *Standard publishing Criteria

Technical Vocabulary

- Writing
 - *Topic Sentence
 - *Reason
 - *Detail
 - *Fact
 - *Concluding sentence
 - *Introduction
 - *Body paragraphs
 - *Concluding paragraph

Word Processing

- *Indent
- *Font

Interventions:

- *Graphic organizer that scaffold and help students visualize 8 and 11 sentence structure.
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Extensions:

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