Memo

To: Dr. William Pearson, Superintendent
From: Lisa Kudwa, Assistant Superintendent for CITA Services
Date: April 20, 2015
Re: English 9, English 9 Honors, English 10 and English 10 Honors Updates to Align with the Common Core English Language Arts Standards

The Grades 9-10 English Language Arts Subject Area Curriculum (SAC) committee, under the leadership of CITA, has been working for the last three years to upgrade their ELA curriculum and instructional resources. The ELA SAC convened in fall of 2012 to review the adopted Common Core State Standards for English Language Arts. The state’s adoption of the Common Core State Standards means it is necessary to realign the ELA program including English 9, English 9 Honors, English 10 and English 10 Honors. This realignment includes updating each grade’s curriculum, instructional maps, and assessments.

The Common Core State Standards were studied to identify needed instructional shifts. The SAC committee reviewed the Common Core aligned units of study developed by Oakland Schools and the Michigan Association of Intermediate School Administrators (MAISA). One new unit of study in argumentative writing was piloted by English 9 and English 9 Honors during the 2012-2013 school year and a new unit of study in argumentative writing was piloted by the English 10 and English 10 Honors teachers during the 2013-2014 school year. The SAC committee then realigned instruction and content to fit the new standards as well as identified any gaps between the adopted standards and current instruction. SAC members identified content to address any gaps.

In the creation of the revised courses, SAC determined that the same unit shells would be used for English 9 and Honors 9 and for English 10 and Honors 10. Distinction between the two courses at each grade level will be made in the content used to provide instruction in the standards, the way in which students are asked to interact with the content, and the products students are required to produce as a result of instruction. One benefit of the courses utilizing the same unit shells is this approach will allow for increased collaboration among teachers of English 9 and Honors 9 and of English 10 and Honors 10. Additionally, this choice helps ensure that the Honors courses have an appropriate level of rigor when compared to the general English 9 and 10 courses. Lastly, this approach builds consistency for students as they move from course to course and allows for that instruction scaffolds their prior knowledge.

SAC also determined a suggested pacing for these units of study. In the organization of the course, SAC identified certain areas of study that would be overarching for the year. These included topics like narrative reading and writing, grammar, and vocabulary. On the instructional maps, it can be noted that these units span the course of the year, allowing for teachers to embed the instructional elements throughout the course of the year. Additionally, there will be times of the year when certain content from these units will be the primary instructional focus.

Work will begin on creating assessments aligned to the Common Core State Standards during the 2015-2016 school year and should be completed by March of 2015.
SAC members were able to design a curriculum that makes use of many of the resources currently utilized in the courses. This means that implementation of the newly aligned curriculum does not require the purchase of additional resources for initial implementation during the 2015-2016 school year. Over the course of the 2015-2016 school year, SAC will continue to review possible materials to identify potential resources that would further enhance instruction. In this review, SAC members will consider any new information related to the implementation of M-STEP assessments in grades 9 and 10 as well as the transition to the newly designed SAT.

In March 2015, the progress made by the SAC committee was shared with the Shared Involvement Process (SIP) committee of South Lyon East High School.

The SAC committee is composed of two teachers of English 9, two teachers of English 9 Honors, two teachers of English 10, two teachers of English 10 Honors, and high school administrators Karen Fisher and Dr. David Phillips. These committee members will continue to meet in the 2015-2016 school year to update assessments and review instructional materials. The quality of the aligned units of study and instructional materials is evidence of the talents and dedication of the SAC members. In the alignment of units of study this committee has demonstrated persistence, flexibility, patience, and critical and creative thinking. The solid knowledge base of the SAC committee provided a strong foundation for the work that followed. SAC members are to be commended for their excellent work.

<table>
<thead>
<tr>
<th>ENG 9 SAC Members</th>
<th>ENG 9 Honors SAC Members</th>
<th>ENG 10 SAC Members</th>
<th>ENG 10 Honors SAC Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Bewersdorf</td>
<td>Paul Ristich</td>
<td>Jeffery Steger</td>
<td>Erica Hoffman</td>
</tr>
<tr>
<td>Jacqueline Cherry</td>
<td>Stacey Briggs</td>
<td>Jeffrey Prueter</td>
<td>Kelly Bingley</td>
</tr>
</tbody>
</table>

Administrators
Karen Fisher
Dr. David Phillips
APPENDIX H

SAC REPORT ON NEW OR UPGRADED K-12 CURRICULUM

Subject Area: English 9, English 9 Honors, English 10, English 10 Honors

1. Explain the need for a new or upgraded curriculum. Please address the alignment of curriculum, instruction and assessments.

   - The state’s adoption of the Common Core State Standards means it is necessary to realign the English language arts program, including the English 9, English 9 Honors, English 10, English 10 Honors and the Writing for Publication courses.
   - This realignment will include updating the curriculum, the instructional maps and ultimately course assessments.

2. Briefly outline the revisions made to upgrade the curriculum.

   - The Subject Area Curriculum Committee (SAC) spent time studying the Common Core State Standards to identify needed instructional shifts.
   - The SAC reviewed available Common Core aligned units of study developed by Oakland Schools and the Michigan Association of Intermediate School Administrators (MAISA). Additionally, SAC reviewed current course content to identify areas of alignment and possible gaps.
   - The SAC realigned instruction and content to fit the standards. SAC also identified areas of instruction to address any gaps between current content and the Common Core State Standards.
   - In the creation of the revised courses, SAC determined that the same unit shells would be used for English 9 and Honors 9 and for English 10 and Honors 10. Distinction between the two courses at each grade level will be made in the content used to provide instruction in the standards, the way in which students are asked to interact with the content, and the products students are required to produce as a result of instruction. One benefit of the courses utilizing the same unit shells is this approach will allow for increased collaboration among teachers of English 9 and Honors 9 and of English 10 and Honors 10. Additionally, this choice helps ensure that the Honors courses have an appropriate level of rigor when compared to the general English 9 and 10 courses. Lastly, this approach builds consistency for students as they move from course to course and allows for that instruction scaffolds their prior knowledge.
   - SAC identified certain units of study that would be overarching for the year. These included topics like narrative reading and writing, grammar, and vocabulary.
   - In English 9, these areas of study are the primary focus for two weeks at the beginning of the year and for five weeks at the beginning of second semester. In the Honors 9 course, these unit topics are the primary focus for two weeks at the beginning of first semester and for five weeks at the end of first semester as well.
   - SAC members piloted potential curricular revisions.
   - Suggested pacing was determined.
   - Updated assessments will be created. Creation of the assessments should be completed by March 2016.
Staff development related to the Common Core State Standards has begun and will continue over the course of the 2015-2016 school year.

3. Concisely describe the process for selecting the software and materials being recommended or currently under consideration.

- SAC members were able to design a curriculum that makes use of many of the resources currently utilized in the courses. This means that implementation of the aligned curriculum does not require the purchase of additional resources for initial implementation during the 2015-2016 school year.
- ENG 10 and Honors 10 SAC members are currently piloting the use of the play *A Raising in the Sun* to ensure students have the opportunity to interact with drama in addition to the literature currently used in the course. The ENG 9 and Honors 9 courses currently meet that standard through use of *Romeo and Juliet*, so a similar pilot was not required for that grade level.
- SAC will be continuing to review possible resources and materials over the course of the 2015-2016 school year to identify potential materials that would further enhance instruction.
- In the review of these materials, SAC will be considering new information related to the upcoming shift to the SAT assessment in 2015-2016 and the implementation of M-STEP assessments in grades 9 and 10.
- Utilizing the information referenced above (which will be released during the 2015-2016 school year) SAC will develop a recommendation of materials for purchase during the 2015-2016 school year.

4. State the expected outcomes of the upgraded curriculum. Impact of alignment, assessments, guides, etc.

- The curriculum and instructional maps should be more tightly aligned to the Common Core State Standards for English Language Arts.
- This will lead to instruction that is aligned and should result in continued high levels of student achievement.
- Updated assessments should be completed by March of 2016.

5. Explain how staff was involved in the process of upgrading the curriculum. Include or attach a list of names of the committee members.

- Staff members from SLHS and SLEHS studied the Common Core State Standards and determined the instructional shifts needed that would best meet both the rigor and content specified in the standards.
- These staff members created instructional maps and will be continuing work on aligning district ELA assessments.
- The work of the group was facilitated by Kelley Engblom, Curriculum Coordinator.

**ENG 9 SAC Members**

- Melissa Bewersdorf
- Jacqueline Cherry

**ENG 9 Honors SAC Members**

- Paul Ristich
- Stacey Briggs

**ENG 10 SAC Members**

- Jeffery Steger
- Jeffrey Prueter

**ENG 10 Honors SAC Members**

- Erica Hoffman
- Kelly Bingley

**Administrators**

- Karen Fisher
- Dr. David Phillips
6. Outline budget implications of textbooks or other primary curriculum materials that are being recommended with this upgrade report.
   • All courses –
     o An expense of the curriculum alignment is the cost of the guest teacher fees incurred while teachers worked on the realignment of the curriculum and associated assessments. Additional costs will be minimal and include the revision and distribution of SAC documents and semester assessments to all staff and any necessary professional development.
     o An additional expense that will be incurred during the 2015-2016 school year is the purchase of resources and materials to enhance instruction.
### Collaboration

<table>
<thead>
<tr>
<th>Unit</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Reading and Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Literary Exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument Writing - Personal Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument Writing - Persuasive Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Reading and Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama and Verse Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Updated: Tuesday, March 24, 2015 by Kelley Engstrom
Literary Essay

Content

CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Reading: Literature

Key Ideas and Details
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.
   - 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
   - RL.9-10.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
   - RL.9-10.3. Analyze complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
   - 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.

CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Writing

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

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well each personal element contributes to the whole.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
   - W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Universal Theme
Essential Questions

1. How do we find meaning in stories beyond the plot?
2. In what ways does rereading change our understanding of stories?
3. How do we read stories on multiple levels?
4. How do we find evidence to support a claim?
5. How do we provide support for a claim in a body paragraph?

Skills

- The learner will be able to collect evidence to support a claim.
- The learner will be able to determine the most appropriate type of body paragraph to support the claim.
- The learner will be able to evaluate evidence to determine which evidence provides the best support.
- The learner will be able to interpret the meaning of a text.
- The learner will be able to craft clear commentary to support a claim.
- The learner will be able to read on multiple levels.
- The learner will be able to correctly document all sources.
- The learner will be able to effectively use transitions in their writing.
- The learner will be able to logically sequence their ideas. (Body Paragraph - TIQA format (topic, introduce quotation, quotation, analysis)

Assessments

Formative Assessments:
- Annotated reading(s)
- Collection of theories
- Creating a claim(s)
- Collection of evidence
- Sifting and sorting for most useful evidence
- Drafts of body paragraphs practicing various writing strategies
- Revision and editing copies of the literary essay

Summative Assessment:
- Literary Essay

Instructional Strategies & Activities

- Conferencing
- Teacher Modeling
- Peer-Review
- Teacher Think Aloud
- Use of editing/revising checklists
- Mini-lesson with a targeted teaching point
- Cultures of Thinking routines
- Explicit instruction
- Use of mentor texts

Credentialing Focus/ Mismatch
Department Use #1

Key Concepts
6 Writing Traits
Introduction
Body paragraph
Claim
Conclusion
Evidence
Topic sentence
Transition

Required Texts
The Tragedy of Romeo and Juliet
To Kill a Mockingbird

Integrated Learning
South Lyon Community Schools
**English 9 Honors Common Core (SAC)**

Collaboration

<table>
<thead>
<tr>
<th>Unit</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Narrative and Informational Text</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Grammar and Rhetoric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Literary Exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basics of Philosophy and Argumentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument Writing/Lesson Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument Writing - Persuasive Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama and Verse Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Updated: **Tuesday, March 24, 2015** by Kelley Engblom

Atlas Version 8.1.1
© Rubicon International 2015. All rights reserved
Basics of Philosophy and Argumentation

Collaboration

Content

**Key Ideas and Details**

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.
   - RI.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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
   - RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
   (Not applicable to literature)
   - RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.
   - RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   - W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   - W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   - W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
   - W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   - W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
     (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   - 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.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensual taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Universal Theme

What conflicts are there with my own philosophy and Ayn Rand’s Objectivism?
Interdependence
Constraints of Society
Censorship

Essential Questions

How is Rand’s Anthem an effective illustration of her philosophy of Objectivism?
How is Bradbury’s Fahrenheit 451 an extension of Rand’s Objectivist Philosophy?
Is there evidence that Rand’s/Bradbury’s philosophies exist in today’s society?

Skills

The learner will be able to become more flexible in their writing and thinking as they examine their own lives, looking for ideas to explore and develop inquiries around.

- The learner will be able to develop a repertoire of strategies for analyzing an author’s purpose, craft, and structure within and across texts and/or
argumentative genres.
- The learner will be able to practice a variety of rhetorical modes in order to write a multi-modal essay that establishes a line of reasoning.
- The learner will be able to engage with increasingly complex texts.
- The learner will be able to investigate the ways other writers construct complex ideas, synthesize the ideas of others in order to confirm or disconfirm their theories, and create an argumentative essay.
- The learner will be able to differentiate between story, commentary, and claim.

Assessments

Formative (30%): Homework/Classwork, First Draft of Paper, Quizzes
Summative (70%): Unit Test, Final Draft of Paper, Project

Instructional Strategies & Activities

Highly Effective Questioning
Imitative Writing System
Focus on Evaluative Level in Literary Analysis
Use of following websites:
"What is Objectivism?" http://www.whatisobjectivism.com/
www.ayrnam.org

Cooperative Learning,
Guided Reading,
At least one hour of online experience per marking period. Students will be given instructions and opportunities in the computer lab or project room in order to satisfy the state criteria for online experience.

Direct Questioning,
Writing in response to literature,
Cross-text analysis - connecting the texts to music, poetry, etc.

Credentialing Focus/ Mismatch

English Department Goals, Main Strategies, and AYP Focus for 2011-2-12, South Lyon East High School

Goals
1. All students will improve their writing skills.
2. All students will improve their reading skills.
3. All students will improve their grammatical skills.

Strategies for Writing Goal
1. Use of the 6+1 Rubric for every piece of writing.
2. One short composition/week/student. This composition will be assessed by the use of the 6+1 and returned to the student within 3 days. Students will be given an opportunity to revise their paper.
3. At least three options for each major writing prompt.
4. Student revision of their work used as a tool towards competency.
5. Utilization of the writing process (outlining, drafting, revising, editing, etc.) will be modeled by the teacher and used by the students.

Strategies for Reading Goal
1. Inclusion of ACT/MEAP style reading tests at least one time for each unit.
2. Marking up the text
3. Summarizing strategies will be prompted and modeled by the teacher in order to increase independent initiative.
Inclusion of varied reading material for each unit (novels, poetry, newspapers articles, etc.).
4. Double Journal Entries
5. Socratic Discussions (Teacher led)
6. K.W.L. Charts

**Strategies for Grammar Goal**
1. Teachers less experienced in the teaching of grammar to team teach with more experienced teachers during Cougar Hour for grammar practice and enrichment.
2. More concentrated use of the Warriner’s grammar text in the revision process.
3. Analysis of district grammar assessments.
4. Differentiated Instruction for teaching grammar (kinesthetic)

**NCA Goals:**
Improve Mathematical Fluency: All department member will write scores in terms of fractions (33/40) on students’ papers. Students will then be required to determine the percentage they earned without the use of a calculator.

Problem Solving: When students receive feedback from having their papers scored with the 6+1, students will then have the opportunity to revise their papers and will then have to refer to the criteria from the rubric to improve their scores.

Improve Logical Reasoning: Use of the Problem Based Learning format with an emphasis on the merging of Essential Questions with Universal Themes.

---

**Department Use #1**

Anthem
Ayn Rand’s Philosophy
Fahrenheit 451
“The Use of Literary Quotations and Allusions in Bradbury’s Fahrenheit 451
Ayn Rand.org
For Greens the Energy Crisis is the Solution
DemocracyNow.org Mountain Top Removal
Bees, Trees, Wind and Dynamite
Gensler’s Logic Home Page: Introduction to Logic
Various Motifs
The Lost Thing

---

**Integrated Learning**
South Lyon Community Schools
English 10 Common Core (SAC)

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Literary Exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition and Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Writing (Speaking)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Genre Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argumentative Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Analysis/Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Updated: Tuesday, March 24, 2015 by Kelkey Engblom

© Rubicon International 2015. All rights reserved
Drama Study

Collaboration

Content

CCSS: English Language Arts 9-10, CCSS: Grade 10, Reading

Key Ideas and Details

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.
   - RL.10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
   - RL.10.2Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
   - RL.10.3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
   - RL.10.4Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
   - RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Assess how point of view or purpose shapes the content and style of a text.
   - RL.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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
   - RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
   - RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- **RL.10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**Universal Theme**

The American Dream

**Essential Questions**

How do readers find meaning beyond the literal level?
What happens when a dream is deferred?
How do class, race, and gender affect our individuality?
What does it mean to be a man?
How do we become part of the mainstream community when we are denied such opportunities?
How has The American Dream changed over the years? What is The American Dream for the 21st Century? Is there still an American Dream?
Does The American Dream mean the same for all people?
What must happen for The American Dream to come true?
What are my dreams/visions for the future? How are they related to The American Dream?
What can I do to realize my dreams/visions for the future?
How does medium impact interpretations of the story? How does the performance of the scene or work impact our understanding?
How does Hansberry draw on source materials ("A Dream Deferred") and transform them in a new artistic medium?

**Skills**

The learner will be able to evaluate evidence to determine which evidence provides the best support.
The learner will be able to interpret the meaning of the play.
The learner will be able to read on multiple levels.
The learner will be able to analyze characters, symbols, themes, and rhetoric within a work.
The learner will be able to analyze an author's use of word choice, rhetorical and literary techniques.
The learner will be able to make connections between the text (A Raisin in the Sun) to previously studied texts (The Great Gatsby, non-fiction texts on the American Dream, etc.).
The learner will be able to evaluate the playwright's use of speech and action to convey character's personalities.
The learner will be able to evaluate the way the play is interpreted in a variety of mediums (ex. analyzing the cinematic portrayal of particular scenes).

**Assessments**

- **Formative Assessments:**
  - Reading Quizzes
  - Symbols Analysis
  - Relationship and Character Analysis
  - Close Reading Guides
  - Discussion Group/Socratic Seminar/Literature Circles
Instructional Strategies & Activities

- Read Aloud/Act out Scenes
- Tableau
- Teacher modeling
- Teacher think aloud
- Literature Circles
- Conferencing
- Use of graphic organizers
- Focused Mini Lesson - Small Group/Individual
- Teacher-Led Discussion Related to Text or Text Connections
- Summarizing
- Drawing Inferences
- Cultures of Thinking Routines
- Marzano Instructional Strategies

Credentialing Focus/ Mismatch

Department Use #1

**Required Reading:**

"A Raisin in the Sun"

**Recommended Resources:**

- "Harlem" Langston Hughes
- "Harlem" used as a voice over in Nike Ad 2006 [link](https://www.youtube.com/watch?v=QrlOPJpN2gZs)
- "I, Too" Hughes
- "Let American Be American Again" Hughes
- "To Be Young Gifted and Black" Hansberry
- A Raisin in the Sun: An Introduction Video Clip [link](https://www.youtube.com/watch?v=S_uk7JvJh_w)

TED talk: Fifty-three years ago, James A. White Sr. joined the US Air Force. But as an African American man, he had to go to shocking lengths to find a place for his young family to live nearby. He tells this powerful story about the lived experience of “everyday racism” — and how it echoes today in the way he’s had to teach his grandchildren to interact with police. ([Link](http://www.ted.com/talks/james_a_white_sr_the_little_problem_i_had_renting_a_house#t-449018))
Integrated Learning
<table>
<thead>
<tr>
<th>Unit</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Literary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition and Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Writing (Speaking)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Genre Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argumentative Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Analysis/Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Literary Analysis/Research

Collaboration

Content

CCSS: English Language Arts 9-10, CCSS: Grade 10, Reading

Key Ideas and Details

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.

- **RL.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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **RL.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.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- **RL.10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **RL.10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. Assess how point of view or purpose shapes the content and style of a text.

- **RL.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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Speaking & Listening Standards
CCSS: English Language Arts 6-12, CCSS: Grade 10, Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
   - SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
     - SL.10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
     - SL.10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
     - SL.10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
     - SL.10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Writing (Literary Analysis)
CCSS: English Language Arts 6-12, CCSS: Grade 10, Writing
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   - W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS: English Language Arts 6-12, CCSS: Grade 10, Writing
Production and Distribution of Writing
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   - W.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.

CCSS: English Language Arts 6-12, CCSS: Grade 10, Writing
9. Research to Build and Present Knowledge
   - W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
     - W.10.9.A Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
     - W.10.9.B Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Universal Theme
The American Dream

Essential Questions
1. In what ways does re-reading change our understanding of stories?
2. How do we read stories on multiple levels?
3. How do we find evidence to support a position?
4. How do we provide support for a position in a body paragraph?
5. How do readers find meaning beyond the plot?
6. How do literary essayists support a claim?
7. Which types of body paragraphs are most effective to support a claim?
8. How is The Great Gatsby a commentary on the decay of social and moral values that came about in the 1920’s?
9. How does Fitzgerald use symbolism to communicate the novel’s major themes?
10. How does irony in The Great Gatsby serve to critique the American dream?
11. What aspects of the novel make it semi-autobiographical?
12. Why is Gatsby considered great even though he fails?
13. What do the two worlds, the Midwest and the East, represent for Nick and for Gatsby?
14. How does geography contribute to the definition of social class in The Great Gatsby?
15. How does Great Gatsby represent the feeling of the American Dream decaying during the 1920’s?
16. Despite saying Gatsby is a corrupt person, why does Nick hold on to the notion that Gatsby is a beautiful person?

Skills

The learner will be able to collect evidence to support a claim.
The learner will be able to determine the most appropriate type of body paragraph to support the claim.
The learner will be able to evaluate evidence to determine which evidence provides the best support.
The learner will be able to interpret the meaning of the novel.
The learner will be able to read on multiple levels.
The learner will be able to conduct short, sustained, and credible research.
The learner will be able to analyze characters, symbols, themes, and rhetoric within a work.
The learner will be able to analyze an author’s use of word choice, rhetorical and literary techniques.

Assessments

Formative:
Reading Quizzes
Symbols Analysis
Relationship and Character Analysis
Close Reading Guides
Discussion Group/Socratic Seminar/Literature Circles
Quick Writes
Quote Analysis
Marzano Strategies
Cultures of Thinking Routines

Summative:
Unit Test
All students will complete a formal Literary Analysis by the end of the unit.

Optional Summative Assessments:
1920s Research Project
Writing on Demands: Comparison between Great Gastby Films/Representations of Gastby, Comparison of theme to Shattered Glass

Instructional Strategies & Activities

- Teacher modeling
- Teacher think aloud
- Extended independent writing time (at least 20-30 minutes)
- Conferencing
- Use of graphic organizers
- Readily available reference materials (dictionaries, etc.)
- Use of Partnerships
- Use of editing/revising checklists
- Focused Mini Lesson - Small Group/Individual
Credentialing Focus/ Mismatch

Department Use #1

Key Concepts
Literary Analysis
Making Inferences
Theme
Summarizing
Analyze development of characters
Characterization
Word Choice and Tone
Figurative Language
Text Structure for purpose
Analyze Representation in Artistic Medium
Analyze how author draws on source material

Comprehension/Collaboration Standards
Collaborative Discussions (Teaching Recommendations: Fishbowl/Socratic Seminars/Debate)

Required Texts:
*The Great Gatsby*

Recommended Resources:

Song: “Over the Love” by Florence and the Machine
"Winter Dreams" F. Scott Fitzgerald
"Bernice Bobs Her Hair" F. Scott Fitzgerald

Film: *Shattered Glass* - Comparisons between Gatsby and Glass for the dangers of misguided ambition, phoniness, and the chase for an American Dream.
The Great Gatsby 1974, 2013 Films
The Great American Dreamer, A & E Biography of F. Scott Fitzgerald
"View of Toledo" El Greco Chapter 9 Painting Reference (p 185) Ch 9

http://eastandwestegg.weebly.com/index.html - contains resources including audio, video, images, etc
Non-fiction Texts on 1920s America

Links to Non-Fiction Resources:
http://www.biography.com/news/jazz-age-icons
http://www.biography.com/people/f-scott-fitzgerald-9296261

Literary Analysis Resources
Model writing pieces

There is a natural link between the focus on the American Dream and the texts—Gatsby and A Raisin in the Sun. Teachers may wish to connect the ideas in this unit with those in the Drama unit.
Integrated Learning