Time Frame – 2ⁿᵈ nine weeks

Step 1- Concepts/Standards

CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
Essential Question: How do the structures, purposes, and viewpoints of an author create a great story that provides insights and understandings into humanity?	Learning Targets: I can identify and define figurative language. I can distinguish between literal language and figurative language. I can recognize the difference between denotative and connotative meaning. I can analyze why an author selects particular meaning or tone. I can analyze how specific word choices build to create an overall tone.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
Essential Question: How do the structures, purposes, and viewpoints of an author create a great story that provides insights and understandings into humanity?	Learning Targets: I can identify different literary structures (narrative, poem, drama). I can analyze specific parts of a text and explain how the individual parts affect meaning.

	I can analyze a text and understand how an author manipulates time.
CCSS.ELA-Literacy.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.	
Essential Question: How do the structures, purposes, and viewpoints of an author create a great story that provides insights and understandings into humanity?	Learning Targets: I can explain how the point of view differs from various works of literature. I can analyze multiple texts from world literature to gains insights into the point of view of other cultures.
CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	
Essential Question: How do the structures, purposes, and viewpoints of an author create a great story that provides insights and understandings into humanity?	Learning Targets: I can identify a key scene that is portrayed in two different artistic mediums. I can determine what is emphasized or absent from each artistic medium.
CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
Essential Question: How do the structures, purposes, and viewpoints of an author create a great story that provides insights and understandings into humanity?	Learning Targets: I can analyze how authors interpret themes and topics from source material.

CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.	

Essential Question:	Learning Targets:
How can I use various writing techniques to develop an effective argument with supports in my writing?	I can analyze influential topics to determine an argument that causes a debate in society. I can choose a side of an argument and identify the claims that support my choices. I can determine the credibility of a source. I can support my claims and counterclaims by identifying strengths and limitations of textual evidence and credible sources. I can present my argument in a formal style with an introduction, details, transitions, clarifying relationships, and a concluding statement.

CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)	

Essential Question: Writing clearly: What makes a difference?	Learning Targets: I can use prewriting strategies to formulate ideas. I can understand that multiple drafts are needed to create good writing. I can apply revision strategies to my writing. I can edit my work to make it better. I can recognize when revising and rewriting is not enough, and I need to try a new approach.
CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Essential Question: How does research help you to answer a question, demonstrate understanding, and properly cite information from various sources?	Learning Targets: I can distinguish between research and other types of writing. I can focus my research around a central question or a self-generated questioned. I can choose several sources and synthesize information to answer my research question. I can determine if I need to narrow or broaden my research question.
CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the	

research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
Essential Question: How does research help you to answer a question, demonstrate understanding, and properly cite information from various sources?	Learning Targets: I can determine the credibility of a source. I can assess the usefulness of my source. I can use advanced searches with multiple print and digital sources to effectively gather information. I can define plagiarism. I can avoid plagiarism. I can determine when my research needs to be cited. I can follow a standard format for citation.
CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9-10.9a 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]").	
Essential Question: How does research help you to answer a question, demonstrate understanding, and properly cite information from various sources?	Learning Targets: I can compose written responses and include textual evidence to strengthen my analysis and research.