

# Windham School District



**K-12**

## ***English Language Arts Curriculum***

Approved by the Windham School Board on 5/2/2023

# Windham School District Curriculum

## Kindergarten

### Reading Literature

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read from among a broad range of high quality, increasingly challenging literary texts. Through reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students will gain literary and cultural knowledge. Students will acquire habits of beginning readers to work toward independent reading.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>● CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.</li> <li>● CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</li> <li>● CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.</li> <li>● CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>● CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>● CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● read grade level literature with purpose and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● books tell stories with characters, settings, and major events.</li> <li>● readers use a variety of strategies to decode and comprehend grade-level literature.</li> <li>● you can make connections between similar texts and characters.</li> <li>● readers take part in group discussion about texts that they read to gain deeper understanding.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is the purpose of reading literature?</li> <li>● How does asking and answering questions help you be a better reader?</li> <li>● How do pictures help you understand a book?</li> <li>● Why did the illustrator use this picture on this page?</li> <li>● How can readers make connections between books?</li> <li>● What does an illustrator/author do?</li> <li>● Why do we talk about books?</li> <li>● How can rereading make you a better reader?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the difference between stories and poems.</li> <li>● the difference between informational text and literature.</li> <li>● the author and illustrator of a text and their job.</li> <li>● pictures and text are related.</li> <li>● story element terms: character, setting, events.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● asking and answering questions about key details in a text.</li> <li>● retelling familiar stories including key details.</li> <li>● identifying character, setting, and major events.</li> <li>● describing the relationship between illustrations and the text.</li> <li>● making text-to-self, text-to-text, and text-to-world connections.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>● CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>● CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>● CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>● CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>● CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● strategies for identifying the meaning of an unknown word.</li> </ul>	<ul style="list-style-type: none"> <li>● actively engaging in group discussions about literature.</li> <li>● reading and comprehending grade-level texts.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Kindergarten

### Foundational Skills

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will build a foundation of phonological awareness, phonics, word recognition, and fluency that will give them the background to be better readers across all content areas.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</li> <li>● CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>● CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</li> <li>● CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read grade level text with purpose and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● readers and writers understand that there is a structure to print that helps us read and write effectively.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Does every word have the same number of letters?</li> <li>● Why do I read from left to right? Top to bottom? Page to page?</li> <li>● What would happen if there were no spaces between words?</li> <li>● When do you see uppercase letters in print? Lowercase?</li> <li>● What sound(s) does each letter make?</li> <li>● How can I use letters and letter sounds to blend and segment words?</li> <li>● Why is it important to know how to read and understand what you read?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● words are represented by letters.</li> <li>● words are separated by spaces.</li> <li>● words should be read left to right, top to bottom, and page by page.</li> <li>● all upper- and lower-case letters and sounds.</li> <li>● what rhyming means.</li> <li>● grade-level high frequency words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● recognizing rhyming words.</li> <li>● blending and segmenting words.</li> <li>● identifying beginning, middle, and ending sounds.</li> <li>● identifying and creating word families.</li> <li>● reading and comprehending grade-level texts.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Kindergarten

### Informational Reading

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read informational texts to build background knowledge about content areas and to learn information about the world. Students will acquire habits of beginning readers to work toward independent reading.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RI.K.1  
With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.K.2  
With prompting and support, identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.K.3  
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-LITERACY.RI.K.4  
With prompting and support, ask and answer questions about unknown words in a text.
- CCSS.ELA-LITERACY.RI.K.5  
Identify the front cover, back cover, and title page of a book.
- CCSS.ELA-LITERACY.RI.K.6  
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- CCSS.ELA-LITERACY.RI.K.7  
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

##### *Transfer*

*Students will be able to independently use their learning to . . .*

- read grade level informational text with purpose and understanding.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- nonfiction texts convey information about a topic using key details and unique features of print.
- readers use a variety of strategies to decode and comprehend grade-level informational texts.
- you can learn more about a topic by using multiple sources.
- readers take part in group discussion about informational texts that they read to gain deeper understanding.

##### ESSENTIAL QUESTIONS

- What is the purpose of reading informational text?
- How does asking and answering questions help you be a better reader?
- How do pictures help you understand a book?
- Why did the illustrator use this picture on this page?
- Why would you read more than one book about a topic?
- What does an illustrator/author do?
- Why do we talk about books?
- How can rereading make you a better reader?

##### *Acquisition*

*Students will know...*

- the difference between informational text and literature.
- informational text includes factual information.
- pictures and text are related.
- the author and illustrator of a text and their job.
- strategies for identifying the meaning of an unknown word.

*Students will be skilled at...*

- asking and answering questions about key details in a text.
- identifying the main topic and retelling a text.
- describing the connection between two related pieces of information.
- describing the relationship between illustrations and the text.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>● CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>● CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>● CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>● CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>● CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>● CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>● CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</li> </ul>		<ul style="list-style-type: none"> <li>● identifying reasons the author uses to support points in a text.</li> <li>● describing the relationship between two texts on the same topic.</li> <li>● actively engaging in group discussions about literature.</li> <li>● reading and comprehending grade-level informational texts.</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Kindergarten

### Informational Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will use writing as a way of conveying information or explaining a topic.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>● CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>● CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>● CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write to explain about a topic.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● speaking, drawing, and writing are important ways to communicate information.</li> <li>● writers can teach people to do things.</li> <li>● writers always try to make their writing better.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What can I teach and learn through informational writing?</li> <li>● Why does informational writing have to follow a certain order?</li> <li>● How can I use words and pictures to give information?</li> <li>● How do I know when I am <i>really</i> done?</li> <li>● Why is it important to reread my writing?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● words, sentences, and pictures can tell information.</li> <li>● the importance of sequencing events.</li> <li>● details can be added through words and pictures.</li> <li>● how to explain in detail the steps to complete a task in the correct order.</li> <li>● illustrations on pages should match words.</li> <li>● the importance of capitalization, punctuation, and spacing between words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● producing informational writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> <li>● developing and strengthening writing as needed by planning, revising, editing, and rewriting.</li> <li>● writing routinely over extended time frames and shorter time frames for a range of tasks, genres, purposes, and audiences.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</li> <li>● CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Kindergarten

### Narrative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will use writing as a way of conveying real experiences and events to an external audience.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>● CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>● CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>● CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● draw, dictate, and write narratives about real experiences or events using details and event sequences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● drawing and writing are important ways to tell stories.</li> <li>● a narrative is a true story about a single event in your life.</li> <li>● narrative writing tells a story in sequential order.</li> <li>● writers always try to make their writing better.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do authors and illustrators tell stories?</li> <li>● Why does a story have to follow a certain order?</li> <li>● How can I use words and pictures to make interesting stories?</li> <li>● Where do writers get their ideas for their stories?</li> <li>● How do I know when I am <i>really</i> done?</li> <li>● Why is it important to reread my writing?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● words, sentences, and pictures can tell a true story.</li> <li>● how to tell a true story about their lives in sequence.</li> <li>● how to tell about a single event.</li> <li>● details can be added through words and pictures.</li> <li>● illustrations on pages should match words.</li> <li>● the importance of capitalization, punctuation, and spacing between words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● producing narrative writing in which the development, organization, and style are appropriate to the task and purpose.</li> <li>● developing and strengthening writing as needed by planning, revising, editing, and rewriting.</li> <li>● writing routinely over extended time frames and shorter time frames for a range of tasks, genres, purposes, and audiences.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</li> <li>● CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Kindergarten

### Opinion Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will use writing as a way of offering and supporting opinions, demonstrating understanding of subjects, and conveying impacts of real-life events.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.K.1  
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- CCSS.ELA-LITERACY.W.K.5  
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- CCSS.ELA-LITERACY.W.K.6  
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CCSS.ELA-LITERACY.W.K.7  
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- CCSS.ELA-LITERACY.W.K.8  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

##### Transfer

*Students will be able to independently use their learning to...*

- state an opinion or preference.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- speaking, drawing, and writing are important ways to communicate opinions.
- everyone can have different opinions.
- writers always try to make their writing better.

##### ESSENTIAL QUESTIONS

- How can I use words and pictures to express my opinion?
- Why does my opinion need supporting reasons?
- How do I know the difference between a fact and an opinion?
- How do I know when I am *really* done?
- Why is it important to reread my writing?

##### Acquisition

*Students will know...*

- words, sentences, and pictures can tell an opinion.
- details can be added through words and pictures.
- the difference between fact and opinion.
- illustrations on pages should match words.
- importance of capitalization, punctuation, and spacing between words.

*Students will be skilled at...*

- producing opinion writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- developing and strengthening writing as needed by planning, revising, editing, and rewriting.
- writing routinely over extended time frames and shorter time frames for a range of tasks, genres, purposes, and audiences.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</li> <li>● CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Grade 1

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from among a broad range of high quality, increasingly challenging literary texts. Through reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students will acquire the essential habits of reading independently and closely.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.1.1  
Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.2  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.RL.1.3  
Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.1.4  
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-LITERACY.RL.1.5  
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- CCSS.ELA-LITERACY.RL.1.6  
Identify who is telling the story at various points in a text.
- CCSS.ELA-LITERACY.RL.1.7  
Use illustrations and details in a story to describe its characters, setting, or events.

##### *Transfer*

*Students will be able to independently use their learning to . . .*

- read closely to determine what the text says explicitly, make logical inferences from text, determine the central idea or theme, and analyze the text.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- they need to apply reading strategies to be able to decode and comprehend first grade fictional reading material.

##### ESSENTIAL QUESTIONS

- How does reading add meaning to your life?
- How do the central ideas or themes of stories relate to one another?
- How does reading help one relate to the world?

##### *Acquisition*

*Students will know...*

- key details of a fiction story.
- the central message or lesson of a fiction story.
- characters, setting, and major events in a fiction story.
- that details support the main idea of a text.
- context clues help readers understand vocabulary words.
- fiction stories are pretend.
- affixes help you find the meaning of a word.
- root words and their inflectional forms.
- words and their use in real life connections.
- the meaning of verbs.

*Students will be skilled at...*

- asking and answering questions about key details in a text.
- retelling stories, including key details.
- describing various story elements.
- describing the differences between literature and informational texts.
- identifying who is telling a story.
- comparing and contrasting the experiences of different characters.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</li> <li>● CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>● CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>● CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</li> <li>● CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</li> <li>● CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>● CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Grade 1

### Foundational Skills

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will build a foundation of knowledge in phonological awareness, phonics, word recognition, and fluency that will give them the background to be better readers across all content areas.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.</li> <li>● CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>● CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>● CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● use phonological awareness, phonics and word recognition skills to develop fluency when reading across all content areas.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● words are made up of sounds</li> <li>● words can be broken down into sounds to read grade level texts with expression and fluency.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why is it important to know how to read?</li> <li>● How do readers use strategies when text becomes more complex?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● common grade-level phonics skills.</li> <li>● grade appropriate words that do not follow common spelling patterns.</li> <li>● how to decode words using phonics and word analysis skills.</li> <li>● the basic concepts of print.</li> <li>● letters represent sounds.</li> <li>● words can be broken down into syllables.</li> <li>● the features of a sentence.</li> <li>● short vowel sounds.</li> <li>● consonant blends.</li> <li>● initial, medial, and final sounds in single-syllable words.</li> <li>● segmented sounds within a single-syllable word.</li> <li>● digraphs.</li> <li>● final -e and common vowel team conventions for long vowel words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● demonstrating understanding of the organization and basic features of print.</li> <li>● demonstrating understanding of spoken words, syllables, and sounds.</li> <li>● knowing and applying grade-level phonics and word analysis skills in decoding words.</li> <li>● reading with sufficient accuracy and fluency to support comprehension.</li> <li>● reading and understanding a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.D Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.F Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.</li> <li>● CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</li> <li>● CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>● root words and their inflectional forms.</li> <li>● words can be sorted by concept categories and key attributes.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 1

### Opinion Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will learn to use writing as a way of offering and supporting opinions. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.1.1  
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.5  
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-LITERACY.W.1.6  
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CCSS.ELA-LITERACY.SL.1.1  
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.3  
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

##### Transfer

*Students will be able to independently use their learning to...*

- write opinion pieces routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- opinion writing states how one feels about a topic with supporting reasons.
- sharing their opinion writing can persuade others to make a change.

##### ESSENTIAL QUESTIONS

- How can writing convey an important message?
- How can writers improve writing to persuade readers?
- How do writers select the genre of writing for a specific purpose and audience?
- How do daily writing opportunities make you a stronger writer?

##### Acquisition

*Students will know...*

- an opinion is what you think or how you feel about something.
- details strengthen your writing.
- illustrations clarify ideas, thoughts and feelings.
- full sentences include a complete thought.
- collaborating with others can improve your writing.
- sentences begin with an uppercase letter and end with punctuation.
- the conventions of standard English grammar.
- fiction writing includes people, places, things, and events.

*Students will be skilled at...*

- writing opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- producing writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- using technology, including the internet, to produce and publish writing and to interact and collaborate with others.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>● CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation.</li> <li>● CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>● fiction stories need an introduction and conclusion.</li> <li>● full sentences include a complete thought.</li> <li>● collaborating with others can improve your writing.</li> <li>● sentences begin with an uppercase letter and end with punctuation.</li> <li>● singular and plural nouns match verbs in sentences.</li> <li>● frequently occurring adjectives, conjunctions, and prepositions.</li> <li>● verbs to convey past, present, and future.</li> <li>● names and dates are capitalized.</li> <li>● print uppercase and lowercase letters.</li> <li>● commas separate dates and single words in a series.</li> </ul>	<ul style="list-style-type: none"> <li>● writing routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Grade 1

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will learn to use writing as a way of conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>● CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>● CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write narratives that develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● narratives develop real or imagined experiences or events.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can writing help people understand the stories and events of one's life?</li> <li>● How do writers select the genre of writing for a specific purpose and audience?</li> <li>● How do daily writing opportunities make you a stronger writer?</li> <li>● How can writers make their writing better?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● narratives include sequenced events.</li> <li>● fiction writing includes people, places, things, and events.</li> <li>● fiction stories need an introduction and conclusion.</li> <li>● details strengthen your writing.</li> <li>● illustrations clarify ideas, thoughts, and feelings.</li> <li>● full sentences include a complete thought.</li> <li>● collaborating with others can improve your writing.</li> <li>● sentences begin with an uppercase letter and end with punctuation.</li> <li>● the conventions of standard English grammar.</li> <li>● full sentences include a complete thought.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● writing narratives in which they recount two or more appropriately sequenced events.</li> <li>● including some details in their writing regarding what happened.</li> <li>● using temporal words to signal event order.</li> <li>● providing some sense of closure to their writing.</li> <li>● producing writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> <li>● developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>	

<p>diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>● CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>● CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation.</li> <li>● CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>● singular and plural nouns match verbs in sentences.</li> <li>● frequently occurring adjectives, conjunctions, and prepositions.</li> <li>● verbs to convey past, present, and future.</li> <li>● names and dates are capitalized.</li> <li>● print uppercase and lowercase letters.</li> <li>● commas separate dates and single words in a series.</li> </ul>	<ul style="list-style-type: none"> <li>● using technology, including the internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● writing routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 1

### Informational Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will learn to use writing as a way of offering and demonstrating understanding of the subjects they are studying. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.1.2  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.5  
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-LITERACY.W.1.6  
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CCSS.ELA-LITERACY.W.1.7  
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

##### *Transfer*

*Students will be able to independently use their learning to...*

- write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- an informative text helps answer questions and can help the reader gain information about a topic.
- they can gather relevant information from print and digital resources to inform about a topic.

##### ESSENTIAL QUESTIONS

- How can writing teach others information?
- What can a writer do to make one's writing more informative?
- How do writers select the genre of writing for a specific purpose and audience?
- How do opportunities to write daily make you a stronger writer?

##### *Acquisition*

*Students will know...*

- informational writing includes a main topic, facts about the topic, and some sense of closure.
- informational writing teaches about a topic with supporting details.
- research provides more information about a topic.
- nonfiction features (labels, table of contents, captions, bolded words) give more information.
- details strengthen your writing.

*Students will be skilled at...*

- writing informative pieces in which they introduce the topic, supply some facts, and provide some sense of closure.
- producing writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>● CCSS.ELA-LITERACY.RI. 1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>● CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>● CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>● CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation.</li> <li>● CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>● illustrations clarify ideas, thoughts, and feelings.</li> <li>● full sentences include a complete thought.</li> <li>● collaborating with others can improve your writing.</li> <li>● the conventions of standard English grammar.</li> <li>● sentences begin with an uppercase letter and end with punctuation.</li> <li>● singular and plural nouns to match verbs in basic sentences.</li> <li>● frequently occurring adjectives, conjunctions, and prepositions.</li> <li>● verbs to convey past, present, and future.</li> <li>● names and dates are capitalized.</li> <li>● print uppercase and lowercase letters.</li> <li>● commas separate dates and single words in a series.</li> </ul>	<ul style="list-style-type: none"> <li>● using technology, including the internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● writing routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> <li>● conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</li> <li>● drawing evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 1

### Informational Reading

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from among a broad range of high-quality, increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students will acquire the essential habits of reading independently and closely.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RI.1.1  
Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.1.2  
Identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.1.3  
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-LITERACY.RI.1.4  
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.5  
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- CCSS.ELA-LITERACY.RI.1.6  
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- CCSS.ELA-LITERACY.RI.1.7  
Use the illustrations and details in a text to describe its key ideas.
- CCSS.ELA-LITERACY.RI.1.8  
Identify the reasons an author gives to support points in a text.

##### *Transfer*

*Students will be able to independently use their learning to...*

- read closely to determine what the text says explicitly, summarize key ideas and details, determine the central idea or theme, and analyze the text.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- they need to apply reading strategies to decode and comprehend first grade informational reading material.

##### ESSENTIAL QUESTIONS

- How do the central ideas or themes of multiple texts relate to one another?
- How can we learn from reading informational texts?

##### *Acquisition*

*Students will know...*

- that the central idea supports understanding.
- nonfiction readers use text features (headings, table of contents, glossary, electronic menus, icons) to locate information in the text.
- how to find the answers to questions about key details in a text.
- the meaning of words and phrases in a text.
- that pictures and illustrations help provide information.
- details support the main idea of a text.
- context clues help readers understand vocabulary words.
- affixes help you find the meaning of a word.
- root words and their inflectional forms.

*Students will be skilled at...*

- asking and answering questions about key details in a text.
- identifying the main topic in an informational text and retelling the key details.
- describing the connection between two individuals, events, or ideas in a text.
- using text features to locate information.
- describing key ideas of a text by using illustrations and details.
- identifying similarities and differences between two texts on the same topic.

<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>● <b>CCSS.ELA-LITERACY.RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>● <b>CCSS.ELA-LITERACY.SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>● <b>CCSS.ELA-LITERACY.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● <b>CCSS.ELA-LITERACY.L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</li> <li>● <b>CCSS.ELA-LITERACY.L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● <b>CCSS.ELA-LITERACY.L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</li> <li>● <b>CCSS.ELA-LITERACY.RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</li> <li>● <b>CCSS.ELA-LITERACY.RF.1.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## Grade 2

### Reading Literature

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will read from among a broad range of high quality, increasingly challenging literary texts. Through reading of stories, folktales, poems, and fables from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students will acquire the essential habits of reading independently and closely.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>● CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</li> <li>● CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>● CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and ending concludes the action.</li> <li>● CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● determine themes of a text, summarize the key supporting details and ideas, and analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>● literature is a tool that expands our understanding of the world.</li> <li>● reading serves different purposes.</li> <li>● reading includes active listening and independent application of skills.</li> <li>● fiction follows a predictable structure that helps in comprehending what is read.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why do we read?</li> <li>● How does a student learn to read?</li> <li>● How does understanding the structure of a genre help us to better comprehend what we read?</li> <li>● Why is it important to think while you read?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● key details in a fiction story.</li> <li>● words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>● stories follow a structure.</li> <li>● illustrations provide additional information to the story.</li> <li>● characters' have different points of view.</li> <li>● context clues help readers understand unknown words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● asking and answering questions, such as who, what, where, when, why, and how to demonstrate understanding.</li> <li>● retelling stories, fables, folktales, and fairy tales from around the world, including a beginning, middle, and end.</li> <li>● determining central messages, morals, or lessons.</li> <li>● describing how characters respond to major events/challenges.</li> <li>● acknowledging differences in the points of view of characters.</li> </ul>

<p>characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its character skills and plot.</li><li>● CCSS.ELA-LITERACY.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li><li>● CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li><li>● CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li><li>● CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li><li>● CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li><li>● CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li><li>● CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li><li>● CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li></ul>	<ul style="list-style-type: none"><li>● closely related verbs and adjectives have slightly different shades of meaning.</li></ul>	<ul style="list-style-type: none"><li>● using information gained from illustrations, words, or digital text to demonstrate understanding of character, setting, or plot.</li><li>● identify dialog and how it adds to a story or poem.</li><li>● comparing and contrasting multiple versions of the same story.</li><li>● describing how words provide rhythm and meaning in a story, song, or poem.</li><li>● determining the meaning of new words by using a variety of strategies.</li></ul>
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<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Grade 2

### Informational Reading

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from among a broad range of high-quality, increasingly challenging informational texts in a close manner, delving into main ideas and details, comparing and contrasting, using text features, and participating in discussions both with peers and teachers. Through readings of informational texts students will continue to practice a variety of reading strategies that begin to encourage higher-level thinking skills.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.2.RI.1  
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.2.RI.2  
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.2.RI.3  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-LITERACY.2.RI.4  
Determine meanings of words and phrases in a text.
- CCSS.ELA-LITERACY.2.RI.5  
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.2.RI.6  
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CCSS.ELA-LITERACY.2.RI.7  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

##### *Transfer*

*Students will be able to independently use their learning to...*

- read closely to determine what the text says explicitly and to make logical inferences from it, citing specific textual evidence to support conclusions.

##### *Meaning*

ENDURING UNDERSTANDINGS  
*Students will understand that...*

- reading is a lifelong skill that enhances learning and provides enjoyment.
- reading informational text expands our understanding of the world and its people.
- reading serves different purposes.
- reading includes active listening and independent application of skills.
- Informational texts have specific features that aid in understanding.

ESSENTIAL QUESTIONS

- Why do we read informational texts?
- How does reading informational text help us understand our world?
- How does understanding the structure of a genre help us to better comprehend what we read?
- Why is it important to think while you read?

##### *Acquisition*

*Students will know...*

- text features like diagrams, headings, and bold text help to gain information from the text.
- images can contribute to and clarify a text.

*Students will be skilled at...*

- asking and answering questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.2.RI.8 Describe how reasons support specific points the author makes in a text.</li> <li>● CCSS.ELA-LITERACY.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</li> <li>● CCSS.ELA-LITERACY.2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</li> <li>● CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>● CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>● CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>● CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>● CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>● CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ul>	<ul style="list-style-type: none"> <li>● texts have different purposes.</li> <li>● glossaries and dictionaries can help clarify or determine the meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● identifying the main topic of a multi-paragraph text.</li> <li>● describing the connections between a series of historical events, scientific ideas/concepts, or steps in procedural texts.</li> <li>● determining the meaning of unknown words and phrases.</li> <li>● knowing and using various text features to locate information efficiently.</li> <li>● identifying the main purpose of text, including what the author wants to answer or describe.</li> <li>● comparing and contrasting the most important points between two texts on the same topic.</li> <li>● describing how reasons support specific points the author makes.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Grade 2

### Opinion Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write an opinion piece that is focused on a topic and supported with reasons. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section</li> <li>● CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>● CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> <li>● CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write opinion pieces routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>● writers get their ideas for their writing from personal experiences and from the world around them.</li> <li>● opinion writing is a means to express ideas of importance and provide convincing evidence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do we write in a way that convinces our readers that our ideas have value?</li> <li>● How can we write a convincing text that inspires others to take action?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● reasons are used to support an opinion.</li> <li>● a concluding statement is used to end an opinion piece.</li> <li>● opinion writing should be written on a single topic.</li> <li>● learned spelling patterns when writing words.</li> <li>● reference materials can be used when writing.</li> <li>● some plural nouns and past tense verbs are irregular.</li> <li>● what adjectives and adverbs are and when to use them.</li> <li>● holidays, product names, and geographic names need to be capitalized.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● stating an opinion to introduce a topic.</li> <li>● using linking words (i.e. because, and, also).</li> <li>● providing reasons to support an opinion.</li> <li>● explaining reasons and/or providing evidence.</li> <li>● providing a conclusion.</li> <li>● revising and editing their work in order to enhance their writing.</li> <li>● utilizing digital tools to publish their writing.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>● CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>● CCSS.ELA-LITERACY.SL.2.5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>● CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>● apostrophes are used to form contractions and frequently occurring possessives.</li> <li>● commas are used in greetings and closing of letters.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 2

### Narrative Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will write a focused narrative story that is supported by an appropriate sequence and includes numerous supporting and interesting details. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.2.3  
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.
- CCSS.ELA-LITERACY.W.2.5  
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-LITERACY.W.2.6  
With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing in collaboration with peers.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.2.3  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather

##### Transfer

*Students will be able to independently use their learning to...*

- write narrative pieces routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- writers can get their ideas for writing from their own personal experiences and from the world around them.
- writing is a means to share stories based on personal experiences.

##### ESSENTIAL QUESTIONS

- What types of experiences make an effective narrative?
- What strategies can be used to make writing come alive for a reader?
- What are the reasons to create narratives of our experiences?

##### Acquisition

*Students will know...*

- a strong lead helps engage the reader.
- details are used to describe action, thoughts, and feelings.
- writing should remain focused on a topic.
- what adjectives and adverbs are and when to use them.
- holidays, product names, and geographic names need to be capitalized.
- apostrophes are used to form contractions and frequently occurring possessives.
- learned spelling patterns when writing words.
- reference materials can be used when writing.
- some plural nouns and past tense verbs are irregular.

*Students will be skilled at...*

- determining a topic for a narrative story.
- introducing a topic with an engaging beginning.
- writing about events in sequential order using transition words.
- incorporating relevant details that enhance their writing.
- using varied sentence structures.
- providing an engaging conclusion.
- revising and editing their work in order to enhance their writing.
- utilizing digital tools to publish their writing.

<p>additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>● CCSS.ELA-LITERACY.SL.2.5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>● CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Communication</li> </ul>	

# Windham School District Curriculum

## Grade 2

### Informational Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will write an informational text that is focused on a topic and uses facts to develop points. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.2.2  
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- CCSS.ELA-LITERACY.W.2.5  
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-LITERACY.W.2.6  
With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- CCSS.ELA-LITERACY.W.2.7  
Participate in shared research and writing projects.
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.2.3  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

##### *Transfer*

*Students will be able to independently use their learning to...*

- write informational pieces routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- writing is a process used to communicate wants, needs, ideas, and knowledge.
- writing is a means to help others understand and learn.
- writers get their ideas for writing from their own personal experiences and from the world around them.

##### ESSENTIAL QUESTIONS

- What type of organizational structures do nonfiction writers use to best inform the reader?
- How can we use information gained through research to show our expanding knowledge?
- How does the relationship between researching and writing provoke deeper thinking?

##### *Acquisition*

*Students will know...*

- facts are used to support a topic.
- a concluding statement is used to end a piece of informational text.
- informational writing should be written on a single topic.
- learned spelling patterns when writing words.
- reference materials can be used when writing.
- some plural nouns and past tense verbs are irregular.
- what adjectives and adverbs are and when to use them.

*Students will be skilled at...*

- introducing a topic with an engaging beginning.
- using detailed facts to support a topic.
- incorporating text features of informational writing.
- providing a concluding statement or section.
- creating varied pieces that include transitional words to show sequence.
- researching in order to enhance writing projects.
- gathering information from provided sources to answer a question.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>● CCSS.ELA-LITERACY.SL.2.5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>● CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● holidays, product names, and geographic names need to be capitalized.</li> <li>● apostrophes are used to form contractions and frequently occurring possessives.</li> </ul>	<ul style="list-style-type: none"> <li>● revising and editing their work in order to enhance their writing.</li> <li>● utilizing digital tools to publish their writing.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Grade 2

### Foundational Skills

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will have continued exposure to a variety of reading strategies that are based on gaining a stronger, more independent application of phonics.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RF.2.3  
Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.2.3a  
Distinguish long and short vowels when reading regularly spelled one-syllable words.
- CCSS.ELA-LITERACY.RF.2.3b  
Know spelling-sound correspondences for additional common vowel teams.
- CCSS.ELA-LITERACY.RF.2.3c  
Decode regularly spelled two-syllable words with long vowels.
- CCSS.ELA-LITERACY.RF.2.3d  
Decode words with common prefixes and suffixes.
- CCSS.ELA-LITERACY.RF.2.3e  
Identify words with inconsistent but common spelling-sound correspondences.
- CCSS.ELA-LITERACY.RF.2.3.f  
Recognize and read grade-appropriate irregularly spelled words.
- CCSS.ELA-LITERACY.RF.2.4  
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RF.2.4.A  
Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.RF.2.4.B  
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-LITERACY.RF.2.4.C  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### *Transfer*

*Students will be able to independently use their learning to...*

- use phonological awareness, phonics, and word recognition skills to develop fluency when reading across all content areas.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- reading accurately and fluently aids in comprehension.
- effective readers monitor their understanding of text by adjusting their strategies.
- readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.

##### ESSENTIAL QUESTIONS

- How do we learn to read?
- How do we figure out a word we do not recognize?
- How does fluency affect reading comprehension?

##### *Acquisition*

*Students will know...*

- the letter and sound for consonants and vowels.
- consonant digraphs and blends.
- digraph blends.
- closed and open syllable types.
- glued/welded sounds.
- CVCE words.
- Y is I rule.
- vowel teams.

*Students will be skilled at...*

- distinguishing long and short vowels when reading regularly spelled one-syllable words.
- knowing spelling-sound correspondences for common vowel teams.
- decoding regularly spelled two-syllable words with long vowels.
- decoding words with common prefixes and suffixes.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>● CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>● CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>● CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>● CCSS.ELA-LITERACY.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>● CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>	<ul style="list-style-type: none"> <li>● R controlled syllables.</li> <li>● suffixes and prefixes.</li> <li>● diphthongs.</li> <li>● constant -le syllables.</li> </ul>	<ul style="list-style-type: none"> <li>● identifying words with inconsistent but common spelling-sound correspondences.</li> <li>● recognizing and reading grade-appropriate irregularly spelled words.</li> <li>● using learned spelling patterns when writing words.</li> <li>● determining the meaning of new words by using a variety of strategies.</li> <li>● using conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Grade 3

### Informational Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will write an informational text that examines a topic and uses facts and details to develop points. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>● CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.</li> <li>● CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>● CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.</li> <li>● CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>● CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write informational pieces routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● working through the writing process helps them build their own pieces of narrative writing.</li> <li>● using transitional words and phrases helps readers follow a story in order.</li> <li>● a larger topic can be organized into subtopics.</li> <li>● introducing a topic with facts, definitions, details, and illustrations help present information clearly.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can working through the writing process improve my informational writing?</li> <li>● How do I research and collect information in order to build knowledge about a topic?</li> <li>● Why and how do I include punctuation and paragraphs into my writing?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● informative/explanatory texts are used to examine a topic and convey information.</li> <li>● writers go through a process with different stages to produce a writing piece (plan, organize, rehearse, draft, revise, edit, and publish).</li> <li>● informational writing can be organized into main ideas and subtopics.</li> <li>● related information should be grouped together.</li> <li>● illustrations can be helpful in aiding comprehension.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● supporting a topic with facts, definitions, and details.</li> <li>● using a variety of resources to collect information to write about a topic.</li> <li>● purposefully organizing subtopics.</li> <li>● writing an organized paragraph with a topic sentence and supporting details.</li> <li>● providing a concluding statement or section.</li> <li>● conducting short research projects, including taking brief notes, in order to build knowledge on a topic.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>● CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>● CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</li> <li>● CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>● paragraphs are used to help organize writing.</li> <li>● words in titles should be capitalized.</li> <li>● generalized spelling patterns (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) when writing words.</li> <li>● reference materials, including beginning dictionaries, can be used as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>● revising and editing their work in order to enhance their writing for language rules, conventions, punctuation, and spelling.</li> <li>● using conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>● incorporating text features into writing like headings, pictures, and captions.</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical thinking</li> </ul>	

# Windham School District Curriculum

## Grade 3

### Narrative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will write a focused narrative story that is supported by an appropriate sequence and includes numerous supporting and interesting details. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>● CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.</li> <li>● CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.</li> <li>● CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write narrative pieces, both fictional and real, routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● working through the writing process helps them build their own pieces of narrative writing.</li> <li>● using transitional words and phrases helps readers follow a story in order.</li> <li>● using dialogue, descriptive details, and strong word choices enhance narrative writing.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can working through the writing process help improve a story?</li> <li>● How can I turn an event or experience into a piece of writing?</li> <li>● How can I develop a plot and characters to create my own written story?</li> <li>● Why and how do I include punctuation and paragraphs into my writing to help it make sense to my reader?</li> <li>● What makes an entertaining and strong piece of narrative writing?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● narrative stories can be real or imagined.</li> <li>● writers go through a process with different stages to produce a writing piece (plan, organize, rehearse, draft, revise, edit, and publish).</li> <li>● a narrative story tells a sequential bit-by-bit story over a short period of time.</li> <li>● paragraphs are used to help organize writing.</li> <li>● words in titles should be capitalized.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● determining a topic, either real or imagined, for a narrative story.</li> <li>● developing characters with traits.</li> <li>● organizing the events of a story that unfold naturally, using temporal words and phrases to signal the order of events.</li> <li>● providing closure to a story.</li> <li>● creating paragraphs when time has passed, there is a new subtopic, or when a new character speaks.</li> <li>● using specific word choice to enhance the sentences and structure of writing.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing.</li> <li>● CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>● CCSS.ELA-LITERACY.SL.3.5 Add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>● CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>● where to place commas and quotation marks when using dialogue.</li> <li>● generalized spelling patterns (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) when writing words.</li> <li>● reference materials, including beginning dictionaries, can be used as needed to check and correct spellings.</li> <li>● the function of parts of speech.</li> </ul>	<ul style="list-style-type: none"> <li>● using dialogue and sensory details to make writing more descriptive.</li> <li>● revising and editing their work in order to enhance their writing for language rules, conventions, punctuation, and spelling.</li> <li>● using conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>● choosing interesting words and phrases for effect.</li> <li>● producing a variety of sentences when writing, including simple, compound, and complex sentences.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Creativity</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 3

### Informational Reading

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read from among a broad range of high-quality, increasingly challenging informational texts in a close manner, delving into main ideas and details, comparing and contrasting, using text features, and participating in discussions both with peers and teachers. Through readings of informational texts students will continue to practice a variety of reading strategies that begin to encourage higher-level thinking skills.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>● CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>● CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>● CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> <li>● read and comprehend a variety of informational texts in order to synthesize information and summarize the main idea and supporting details.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● using text features in an informational text helps to gain a deeper understanding of the information.</li> <li>● using different types of informational texts helps to synthesize information across texts.</li> <li>● knowing how a text is organized helps to gain a deeper understanding of the information.</li> <li>● there are different resources and media types that can be used to learn more about a topic.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can I use text features to locate specific information within a text about my topic?</li> <li>● How can I identify the main idea of an informational text or passage?</li> <li>● How can knowing how a text is organized help me understand the information better?</li> <li>● How can I blend information from two different sources on the same topic to deepen my understanding?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● names of common nonfiction text features.</li> <li>● different types of resources that can be used to gather information (ex. books, magazines, newspapers, articles, websites, videos, etc.).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using text features and search tools to research and locate specific information about a topic.</li> <li>● explaining events, procedures, ideas, or concepts in the text.</li> <li>● identifying text structure.</li> </ul>	

- CCSS.ELA-LITERACY.RI.3.6  
Distinguish their own point of view from that of the author of a text.
- CCSS.ELA-LITERACY.RI.3.7  
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- CCSS.ELA-LITERACY.RI.3.8  
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- CCSS.ELA-LITERACY.RI.3.9  
Compare and contrast the most important points and key details presented in two texts on the same topic.
- CCSS.ELA-LITERACY.RI.3.10  
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.RF.3.3  
Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.3.4  
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.SL.3.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.3.2  
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.3.4  
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- academic vocabulary including: summarize, synthesize, author's purpose, biography.
- illustrations in a text help support understanding.

- comparing/contrasting two or more different texts on the same topic.
- explaining information presented visually, orally, or quantitatively in a group format.
- synthesizing across two or more texts.
- identifying an author's purpose.
- working independently and/or in a group to efficiently research and present a topic.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Communication</li> </ul>	

# Windham School District Curriculum

## Grade 3

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from among a broad range of high quality, increasingly challenging literary texts. Through reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students will acquire the essential habits of reading independently and closely.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.3.1  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RL.3.2  
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CCSS.ELA-LITERACY.RL.3.3  
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- CCSS.ELA-LITERACY.RL.3.4  
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- CCSS.ELA-LITERACY.RL.3.5  
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

##### *Transfer*

*Students will be able to independently use their learning to...*

- accurately and fluently read grade-level literature in order to identify and use story elements, analyze author's craft, determine a central message, and ask and answer questions, referring to evidence in the text.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- applying learned phonetic skills and context clues will make them more fluent readers.
- in order to demonstrate a strong understanding, they should use evidence from the text.
- stories follow a pattern using story elements.
- authors make purposeful choices when they write.
- based on story features, books are categorized into different genres.
- stories have underlying themes and lessons that can be inferred through characters.

##### ESSENTIAL QUESTIONS

- Why is it important to build and foster strong reading habits?
- How do I demonstrate understanding when responding to literature?
- How can I use story patterns to make predictions, summarize, and infer the theme of a story?

##### *Acquisition*

*Students will know...*

- stories are composed of elements (background info, rising action, climax, falling action, resolution).
- literary texts come in a variety of genres.
- differences between literal and nonliteral language.
- illustrations provide additional information to the story.

*Students will be skilled at...*

- asking and answering questions to demonstrate understanding of a text, referring explicitly to the text for evidence.
- determining the central message, lesson, or moral of stories, fables, folktales, and myths.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>● CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> <li>● CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</li> <li>● CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>● CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>● the meaning of the most common prefixes and derivational suffixes.</li> <li>● differences between the conventions of spoken and written standard English.</li> <li>● multiple strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>● types of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>● describing characters' traits, motivations, and feelings and how they contribute to the story.</li> <li>● using vocabulary such as chapter, scene, and stanza to describe how a story builds.</li> <li>● distinguishing one's own point of view from that of the narrator or characters.</li> <li>● comparing and contrasting the themes, settings, and plots of stories written by the same author about the same or similar characters.</li> <li>● determining the meaning of new words by using a variety of strategies.</li> <li>● determining the main ideas and supporting details of a text read aloud.</li> </ul>
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<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.3.5 Add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>● CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Communication</li> </ul>	

# Windham School District Curriculum

## Grade 3

### Opinion Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will write an opinion piece that provides a thesis statement and is supported by reasons and evidence. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.3.1  
Write opinion pieces on topics or texts, supporting a point of view with reasons.
- CCSS.ELA-LITERACY.W.3.1.A  
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- CCSS.ELA-LITERACY.W.3.1.B  
Provide reasons that support the opinion.
- CCSS.ELA-LITERACY.W.3.1.C  
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- CCSS.ELA-LITERACY.W.3.1.D  
Provide a concluding statement or section.
- CCSS.ELA-LITERACY.W.3.4  
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-LITERACY.W.3.5  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

##### Transfer

*Students will be able to independently use their learning to...*

- write opinion pieces routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- working through the writing process helps build pieces of opinion writing.
- using transitional words, phrases, and paragraphs help writers present their opinion.
- a thesis should be supported by reasons with supporting details.
- introducing a topic with facts, definitions, details, and illustrations help present information clearly.

##### ESSENTIAL QUESTIONS

- How can working through the writing process improve my opinion writing?
- How can I take my opinion and turn it into a piece of persuasive writing?
- Why and how do I include punctuation and paragraphs into my writing?
- How can I make my writing as persuasive as possible?

##### Acquisition

*Students will know...*

- creating a strong thesis statement is the key to an effective opinion writing piece.
- writers go through a process with different stages to produce a writing piece (plan, organize, rehearse, draft, revise, edit, and publish).
- there are specific strategies they can apply to enhance their opinion writing
- there are resources and technology that can be used to revise and edit writing.
- paragraphs can be used to organize writing.
- words in titles should be capitalized.

*Students will be skilled at...*

- writing a thesis statement to relay an opinion.
- writing multi-paragraph essays to express their opinion to an audience.
- writing with an organizational structure, including linking words and phrases, that incorporates different reasons and supporting details.
- providing reasons to support an opinion.
- providing a concluding statement or section.
- utilizing digital tools to produce and enhance writing.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</li> <li>● CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>● CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>● CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>generalized spelling patterns (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)</i> when writing words.</li> <li>● reference materials, including beginning dictionaries, can be used as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>● revising and editing their work in order to enhance their writing for language rules, conventions, punctuation, and spelling.</li> <li>● conducting short research projects, including taking brief notes, in order to build knowledge on a topic.</li> <li>● using conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## Grade 4

### Informational Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write an informative/explanatory text that is focused on a topic and conveys ideas and information clearly using the writing process. Writing will be used as a way to build knowledge on a subject through research and to respond to informational sources.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>● CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>● CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>● CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</li> <li>● CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write informational pieces, including those that involve research, routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● working through the writing process helps build and strengthen informational writing.</li> <li>● developing a topic with facts, definitions, and details will strengthen presented information.</li> <li>● using technology helps them revise, edit, and publish their pieces of writing efficiently.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can working through the writing process help me build my own piece of informational writing?</li> <li>● How can using technology help me revise, edit, and publish my piece of writing efficiently?</li> <li>● How can I craft my writing to help capture an audience?</li> <li>● How can using research help the credibility of my piece?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● paragraphs should be used to group related information.</li> <li>● appropriate formatting is used to help aid comprehension.</li> <li>● facts, definitions, concrete details, and/or quotations help strengthen the credibility of an informational piece.</li> <li>● using precise academic language can enhance and strengthen writing.</li> <li>● technology is a tool used to produce and publish work.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● introducing an informative/explanatory text clearly.</li> <li>● grouping related information into paragraphs.</li> <li>● using facts, definitions, concrete details, and quotations to support a topic.</li> <li>● providing a concluding statement or section related to the information or explanation presented.</li> </ul>	

<p>and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> <li>● CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>● CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>● CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</li> <li>● CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>● sources used in research should be documented.</li> <li>● there are differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● conducting short research projects, including taking brief notes, in order to build knowledge on a topic.</li> <li>● revising and editing their work in order to enhance their writing for language rules, conventions, punctuation, and spelling.</li> <li>● utilizing digital tools to produce writing.</li> <li>● using correct capitalization.</li> <li>● using commas and quotation marks to mark direct speech and quotations from a text.</li> </ul>
<p><b>Used in Content Area Standards</b></p>	<p><b>21<sup>st</sup> Century Skills</b></p>	
<p>Not applicable</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Grade 4

### Opinion Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will write an opinion piece that provides a thesis statement and is supported by reasons and evidence. Students will write complete sentences that are varied in their structure and will revise and edit drafts in order to provide clarity of message to their reader.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.4.1  
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.4.1.A  
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- CCSS.ELA-LITERACY.W.4.1.B  
Provide reasons that are supported by facts and details.
- CCSS.ELA-LITERACY.W.4.1.C  
Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- CCSS.ELA-LITERACY.W.4.1.D  
Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-LITERACY.W.4.4  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.4.5  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

##### *Transfer*

*Students will be able to independently use their learning to...*

- write opinion pieces, supported by reasons and evidence, routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- working through the writing process helps build their own pieces of opinion writing.
- revising, editing, and publishing pieces of writing are important to the writing process.
- the importance of constructing a strong thesis to help guide the organization of their writing.
- strong word choice helps persuade their audience.

##### ESSENTIAL QUESTIONS

- How can I work through the writing process to build a piece of opinion writing?
- How can I revise, edit, and publish my piece of writing efficiently?
- How can a strong thesis help guide me to organize my writing?
- How can using strong word choice help me to strengthen my opinion?

##### *Acquisition*

*Students will know...*

- a thesis statement states the writer's opinion.
- paragraphs should be used to group related information.
- there are differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.
- using precise academic language can enhance and strengthen writing.

*Students will be skilled at...*

- introducing a topic with a clear opinion statement.
- grouping related information into paragraphs.
- using facts, definitions, concrete details, and quotations to support a topic.
- providing a concluding statement or section related to the information or explanation presented.
- conducting short research projects, including taking brief notes, in order to build knowledge on a topic.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> <li>● CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>● CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>● CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>● technology is a tool used to produce and publish work.</li> <li>● sources used in research should be documented.</li> </ul>	<ul style="list-style-type: none"> <li>● revising and editing their work in order to enhance their writing for language rules, conventions, punctuation, and spelling.</li> <li>● utilizing digital tools to produce writing.</li> <li>● using correct capitalization.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 4

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write a focused narrative story, either real or imagined, that follows a clear sequence of events and includes numerous supporting and descriptive details.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>● CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>● CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>● CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</li> <li>● CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write narrative pieces, both fictional and real, routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● working through the writing process helps them build their own pieces of narrative writing.</li> <li>● using technology helps them revise, edit, and publish their pieces of writing efficiently.</li> <li>● students will understand that organizing and establishing a beginning, middle, and end allows them to create a completed piece.</li> <li>● students will understand that creating a character problem or motivation gives their narrative pieces of writing purpose.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can working through the writing process help me build my own piece of narrative writing?</li> <li>● How can using technology help me revise, edit and publish my piece of writing efficiently?</li> <li>● How can organizing and establishing a beginning, middle and end allow me to create a complete piece?</li> <li>● How can creating a character problem or motivation give my narrative piece of writing purpose?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● narrative stories can be both real or imagined.</li> <li>● there are differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.</li> <li>● what makes a complete sentence.</li> <li>● frequently confused words (e.g., to, too, two, there, their, they're, etc.).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using descriptive details.</li> <li>● writing with a clear sequence of events that unfolds naturally, using transitional words and phrases.</li> <li>● introducing a narrator and/or characters, focusing on their motivations and struggles.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> <li>● CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> <li>● CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>● punctuation can be used for effect.</li> <li>● there are multiple strategies for determining the meaning of unknown words.</li> <li>● figurative language.</li> <li>● the meaning of simple similes and metaphors in context.</li> </ul>	<ul style="list-style-type: none"> <li>● using dialogue to help develop experiences or show responses of characters to situations.</li> <li>● writing an effective lead and conclusion.</li> <li>● revising and editing their work in order to enhance their writing for language rules, conventions, punctuation, and spelling.</li> <li>● utilizing digital tools to produce writing.</li> <li>● using correct capitalization.</li> <li>● using commas and quotation marks to mark direct speech and quotations from a text.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 4

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from among a broad range of high quality, increasingly challenging literary texts. Through reading of stories, dramas, poems, myths, and traditional literature from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students will acquire the essential habits of reading independently and closely.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.4.1  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.2  
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.4.3  
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-LITERACY.RL.4.4  
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- CCSS.ELA-LITERACY.RL.4.5  
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- CCSS.ELA-LITERACY.RL.4.6  
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

##### *Transfer*

*Students will be able to independently use their learning to...*

- accurately and fluently read grade-level literature in order to identify and use story elements, analyze author's craft, determine a central message, think deeply about a character, and ask and answer questions, referring to evidence in the text explicitly.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- analyzing literary elements allows them to respond to literature in a deeper way.
- in order to demonstrate a strong understanding, they should use evidence from the text.

##### ESSENTIAL QUESTIONS

- How does understanding characters externally and internally help my understanding of the text?
- How can I use various story elements to help visualize a story?
- How is the message or theme of the story something I can connect to real life and other pieces of literature?

##### *Acquisition*

*Students will know...*

- it is important to include evidence from the text when explaining their thinking.
- characters, setting, and plot changes over the course of a story.
- what it means to synthesize a text.
- external and internal character traits.

*Students will be skilled at...*

- identifying themes across a text and several authors.
- summarizing literary texts.
- describing a character, setting, or event in depth.
- Identifying internal and external character traits and how they relate to the plot of the story.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>● CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li> <li>● CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</li> <li>● CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>● the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</li> <li>● the structural elements of poems and dramas.</li> <li>● the difference between first- and third-person narrations.</li> <li>● multiple strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>● types of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>● explaining major differences between poems, drama, and prose.</li> <li>● comparing and contrasting the point of view from which different stories are narrated.</li> <li>● synthesizing across two or more texts.</li> <li>● identifying and comparing themes and patterns of events in stories, myths, and traditional literature.</li> <li>● paraphrasing portions of a text.</li> <li>● using letter-sound correspondences, syllabication patterns, and morphology to read multisyllabic words.</li> <li>● posing and responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>● reviewing the key ideas expressed and explaining their own ideas and understanding in light of the discussion.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 4

### Informational Reading

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will read from among a broad range of high-quality, increasingly challenging informational texts in order to gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students will build a foundation of knowledge that will give them the background to be better readers in all content areas.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>● CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>● CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● read and comprehend a variety of informational texts in order to synthesize the most important information and summarize the main idea and supporting details.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● navigating an informational text allows them to gain a deeper understanding.</li> <li>● using different versions or types of nonfiction texts helps them synthesize information across texts.</li> <li>● knowing how a text is organized helps them gain a deeper understanding.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can knowing how to navigate informational text allow me to have a deeper understanding?</li> <li>● How can using different versions or types of nonfiction text help me synthesize across texts?</li> <li>● How can knowing how a text is organized help me gain a deeper understanding of the text?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● it is important to include evidence from the text when explaining their thinking.</li> <li>● differences between firsthand and secondhand accounts.</li> <li>● text structure determines how you read and take notes on the informational text.</li> <li>● research includes a variety of resources to gather information (eg. books, magazines, newspapers, articles).</li> <li>● what it means to paraphrase.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● referring to the text explicitly when providing examples.</li> <li>● determining the main idea of a text.</li> <li>● providing a summary of a text.</li> <li>● explaining events, procedures, ideas, or concepts in the text.</li> <li>● identifying text structure and taking notes using that pattern.</li> <li>● explaining information presented visually, orally, or quantitatively.</li> <li>● comparing and contrasting a firsthand and secondhand account of the same event or topic</li> <li>● synthesizing across two or more texts.</li> </ul>

- CCSS.ELA-LITERACY.RI.4.6  
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- CCSS.ELA-LITERACY.RI.4.7  
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.RI.4.8  
Explain how an author uses reasons and evidence to support particular points in a text.
- CCSS.ELA-LITERACY.RI.4.9  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- CCSS.ELA-LITERACY.RI.4.10  
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.SL.4.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.4.2  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3  
Identify the reasons and evidence a speaker provides to support particular points.

- identifying the author's purpose.
- using letter-sound correspondences, syllabication patterns, and morphology to read multisyllabic words
- posing and responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- reviewing the key ideas expressed and explaining their own ideas and understanding in light of the discussion.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 5

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will use the writing process to write narratives to develop real or imagined experiences or events using techniques such as dialogue, description, and pacing.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>● CCSS.ELA.LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA.LITERACY.L.5.1 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA.LITERACY.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● effectively use the steps of the writing process and narrative techniques to write narratives.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● there are specific strategies used to write narratives.</li> <li>● effective narratives include characters/events in an organized sequence.</li> <li>● using dialogue, description, and reflection helps to develop a story.</li> <li>● using a variety of transition words, descriptive details, and sensory language enhances writing.</li> <li>● creating a conclusion reflects gained insight.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What strategies are needed to write effective narratives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to create a context and use point of view to introduce the narrator/characters, and to organize a logical event sequence.</li> <li>● including dialogue, pacing, description, and reflection are narrative techniques used to develop experiences, events, and characters.</li> <li>● descriptive details and sensory language are used to capture the action.</li> <li>● how to develop a conclusion that reflects on what has been experienced/resolved in the narrative.</li> <li>● commonly confused words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● knowing and using the steps of the writing process.</li> <li>● gaining insight on the narrative writing process by reading mentor texts.</li> <li>● developing characters/events through their small moments.</li> <li>● including all the major parts of narrative writing (introduction, body, and conclusion) in narrative stories.</li> <li>● using a variety of transition words, descriptive details, dialogue, and sensory language to enhance the sentences and structure of their writing.</li> </ul>	

		<ul style="list-style-type: none"> <li>● collaborating with teachers and peers throughout the stages of the writing process to strengthen and elaborate on their writing.</li> <li>● producing complete sentences and avoiding run-on sentences.</li> <li>● using commas.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 5

### Opinion Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.5.1  
Write opinion pieces on topics or texts supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.5.7  
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.W.5.8  
Recall relevant information from experiences or gather relevant information from print or digital resources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CCSS.ELA-LITERACY.W.5.9  
Draw evidence from literary or informational text to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.SL.4  
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.L.5.1  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### Transfer

*Students will be able to independently use their learning to...*

- use the writing process to write organized opinion pieces on topics or texts where ideas are supported by facts and details.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- learning and practicing strategies helps to create a research-based opinion piece.
- constructing an introduction and concluding statement is valuable in creating effective writing.
- sequencing events logically and purposefully helps support the opinion/position.

##### ESSENTIAL QUESTIONS

- Why is evidence beneficial in producing research-based opinion writing pieces?
- How can the author's details support opinions or positions?
- How does evidence support a text's meaning?
- What are ways that students can produce coherent writing?

##### Acquisition

*Students will know...*

- many forms of resources may be used when conducting research.
- authors will write for various reasons.
- evidence is used to support research.
- sources must be cited.
- questions may be answered through research.
- written opinions must be supported.
- written works contain introductions and conclusions.
- transitions are important when constructing written works.

*Students will be skilled at...*

- summarizing and paraphrasing information.
- taking notes on a topic, relevant details and quotations to support an opinion.
- planning a thesis, lead, details, and conclusion.
- collaborating with teachers and peers in the stages of the writing process.
- using specific words and phrases to link opinion and reasons.
- using domain-specific vocabulary throughout the written piece.
- reporting on a topic or opinion using details and reasons to support ideas.

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.L.5.1 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.R.I.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>● writing ideas in order helps a reader to understand an author’s meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● producing complete sentences and avoiding run-on sentences.</li> <li>● using commas.</li> <li>● collaborating with teachers and peers in the stages of the writing process.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 5

### Informative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will use the writing and research process to write informative texts on a topic and convey ideas and information clearly.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>● CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the higher end of the</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write informative/explanatory texts to examine a topic and convey ideas and information.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● learning and practicing research skills helps to create an effective informative piece.</li> <li>● constructing an introduction and concluding statement is valuable in producing effective writing.</li> <li>● developing a topic with relevant details and quotations helps portray a topic/idea.</li> <li>● forming smooth transitions and using domain-specific vocabulary is an important piece of informative writing.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What makes an effective informational writing piece?</li> <li>● Why is research valuable in producing an effective informative writing piece?</li> <li>● Why is evidence important in a research project?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● informative texts include meaningful introductions, conclusions, fact/evidence and transitions.</li> <li>● organization is important when communicating information.</li> <li>● that questions may be answered through research.</li> <li>● that many types of resources may be used when conducting research.</li> <li>● that sources must be cited.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● writing routinely and using the writing process.</li> <li>● taking notes on a topic to explain ideas or information.</li> <li>● collaborating with teachers and peers in the stages of the writing process.</li> <li>● choosing a topic and finding relevant details and quotations.</li> <li>● utilizing different note taking strategies to help plan their thesis, lead, support, and conclusion.</li> </ul>	

<p>grade 4-5 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA.LITERACY. L.S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5</i> topics and texts, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>		<ul style="list-style-type: none"> <li>● providing a concluding statement or section related to the information or explanation presented.</li> <li>● including transition words and using domain-specific vocabulary throughout their written piece.</li> <li>● incorporating nonfiction text features including heading, pictures, and captions into their writing.</li> <li>● producing complete sentences and avoiding run-on sentences.</li> <li>● using commas.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical thinking</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Grade 5

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from a broad range of high-quality increasingly challenging literary texts. Through extensive reading of stories and dramas, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.5.1  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.2  
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.RL.5.3  
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- CCSS.ELA-LITERACY.RL.5.4  
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- CCSS.ELA-LITERACY.RL.5.5  
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- CCSS.ELA-LITERACY.RL.5.6  
Describe how a narrator's or speaker's point of view influences how events are described.

##### *Transfer*

*Students will be able to independently use their learning to...*

- read and comprehend literature.
- identify and analyze text structure and elements of literature, and quote evidence from a text to support literary analysis.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- structure and details impact the meaning of a story.
- analyzing the central idea, theme, relationship, and other story elements will lead to a deeper, more meaningful understanding of literature.

##### ESSENTIAL QUESTIONS

- How do details affect a written text?
- How can narration affect a topic?
- How does the structure of a story impact its meaning?
- What are strategies students can use to compare and contrast?

##### *Acquisition*

*Students will know...*

- central ideas of texts are generated through the process of summarizing.
- themes of texts are related to characters, setting, and plot.
- chapters, scenes, and stanzas have differing functions in literature.
- literary genres have similarities and differences.
- figurative language: similes and metaphors.

*Students will be skilled at...*

- quoting from a text.
- drawing inferences from a text.
- reading and comprehending complex literary texts including poems, stories, and dramas.
- summarizing central ideas, defining the theme of a text, and recognizing relationships between chapters, scenes, and stanzas.
- comparing and contrasting literature and elements of literature.
- interpreting a point of view within a text.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>● CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>● CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.W.5.9 Draw on evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>● CCSS.ELA-LITERACY.L.5.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA-LITERACY.SL.5 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul>		<ul style="list-style-type: none"> <li>● analyzing how visual and multimedia elements contribute to the meaning of a text.</li> <li>● determining the meaning of words and phrases in a text.</li> <li>● applying word analysis skills.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 5

### Reading Informational Texts

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from a broad range of high-quality increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RI.5.1  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.5.2  
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.5.3  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-LITERACY.RI.5.4  
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- CCSS.ELA-LITERACY.RI.5.5  
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- CCSS.ELA-LITERACY.RI.5.6  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

##### *Transfer*

*Students will be able to independently use their learning to...*

- read and comprehend informational texts.
- determine the main idea, key details, and text structure of informational texts.
- quote from a text.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- using evidence helps support the main idea.
- the point of view shapes written work.
- using multimedia elements helps enhance a written text.
- supporting ideas should connect to the main idea.

##### ESSENTIAL QUESTIONS

- Why is it important to compare and contrast within and across texts?
- What does an author use to support the main idea?
- How can text features and point of view shape a written work?
- Why is it important to identify text structure?

##### *Acquisition*

*Students will know...*

- various ideas form a text's main idea.
- authors use words and phrases to shape their meaning and tone.
- texts on the same topic have similarities and differences.
- the structures used in informational texts.

*Students will be skilled at...*

- quoting from a text.
- summarizing a text.
- determining two or more ideas of a text and how they are supported by key ideas.
- explaining the relationships or interactions in an informational text.
- comprehending and analyzing informational text.
- determining an author's tone and point of view to gain accurate meaning.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>● CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>● CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>● CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.W.5.9 Draw on evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>● CCSS.ELA-LITERACY.L.5.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</li> </ul>		<ul style="list-style-type: none"> <li>● comparing/contrasting multiple text structures.</li> <li>● identifying the author's craft and how the author uses reasons, evidence, and supports a particular point.</li> <li>● integrating information from multiple texts to write or speak about a topic.</li> <li>● drawing on information from multiple texts.</li> <li>● determining the meaning of words and phrases in a text.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 6

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● effectively use the steps of the writing process to write narratives to develop real or imagined experiences or events.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● all writing has a purpose.</li> <li>● reading and writing narratives can help us understand ourselves and the world around us.</li> <li>● narrative writing promotes self-reflection and growth through life experiences and how they impact us.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What do we learn about ourselves and each other by understanding complex characters?</li> <li>● How can reading affect or change you?</li> <li>● What can characters in books teach us about our character?</li> <li>● How do writers of personal narratives use techniques to engage the audience and develop themes?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● story elements, plot diagram, and point of view.</li> <li>● narrative technique such as dialogue, pacing and description.</li> <li>● the steps of the writing process.</li> <li>● how to use punctuation to set off nonrestrictive/parenthetical elements.</li> <li>● how to use pronouns effectively.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using mentor texts to identify narrative elements.</li> <li>● collaborating with teachers and peers during the writing process.</li> <li>● using technology to produce and publish writing.</li> <li>● using story elements to create a narrative.</li> <li>● creating a focused lead and conclusion.</li> <li>● establishing and maintaining a point of view.</li> <li>● engaging in all phases of the writing process to fully develop and explain the events in a narrative.</li> <li>● organizing ideas and information in a logical order to depict actual experiences and events.</li> </ul>	

		<ul style="list-style-type: none"> <li>● using transitions to show a shift in time.</li> <li>● using precise words and sensory details.</li> <li>● using narrative techniques such as pacing, description and dialogue.</li> <li>● recognizing and correcting vague pronouns.</li> <li>● using punctuation to set off nonrestrictive/parenthetical elements.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Creativity</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## Grade 6

### Informative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will 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.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.6.2 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.</li> <li>● CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>● CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</li> <li>● CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write informative/explanatory texts to examine a topic, convey ideas and information.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● informative writing depends on facts and other data gathered from reliable sources.</li> <li>● writing to inform others is one way to make sense of the world around us.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do writers structure their writing to inform others?</li> <li>● Why is it important to distinguish facts from opinion in informative writing?</li> <li>● How can writing to explain (inform) help us to understand the world?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● text features and structures used in informative texts.</li> <li>● writers develop a topic with facts, details, quotes and other information.</li> <li>● transitions help to link major sections of writing.</li> <li>● MLA format/ components of a works cited page.</li> <li>● paragraph structure: topic sentence, lead, evidence, elaboration, concluding sentence.</li> <li>● what makes a source credible.</li> <li>● how to paraphrase and include direct quotations to avoid plagiarism.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● establishing and maintaining a formal tone.</li> <li>● gathering relevant information.</li> <li>● writing well-structured paragraphs focused on one main idea.</li> <li>● developing a topic.</li> <li>● using all stages of the writing process to effectively communicate.</li> <li>● using multimedia components and visuals in presentations to clarify information.</li> <li>● citing sources.</li> <li>● assessing the credibility of sources.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li> <li>● CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Grade 6

### Argumentative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will be able to write arguments to support claims with reasons and evidence.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>● CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</li> <li>● CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write arguments to support a claim with reasons and evidence on a given topic.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that..</i></p> <ul style="list-style-type: none"> <li>● crafting an effective claim requires the use of reasons and relevant evidence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does the development of strong arguments help one to become a critical thinker?</li> <li>● How does argument differ from opinion and persuasion?</li> <li>● What role do facts play in argument writing?</li> <li>● How can argument writing make us examine what we believe?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● essential elements of an argument.</li> <li>● how to gather and organize evidence from multiple credible sources.</li> <li>● MLA format/ components of a works cited page.</li> <li>● claim statement.</li> <li>● paragraph structure: topic sentence, lead, evidence, elaboration, concluding sentence.</li> <li>● what makes a source credible.</li> <li>● how to paraphrase and include direct quotations to avoid plagiarism.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● research skills.</li> <li>● introducing claim(s) and organizing the reasons and evidence clearly.</li> <li>● forming arguments based on evidence.</li> <li>● writing well-structured paragraphs focused on one main idea.</li> <li>● using relevant evidence from credible sources to strengthen a claim.</li> <li>● establishing and maintaining a formal style.</li> <li>● engaging in all phases of the writing process to develop and clarify their argument.</li> <li>● tracing and evaluating an argument and specific claims in a text.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li> <li>● CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>● CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Grade 6

### Reading Informational Texts and Literary Nonfiction

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read from a broad range of high-quality increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>● CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>● CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>● CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● identify common elements of nonfiction text and media through the study of multiple works to make connections to themselves and the world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● multiple readings within various media enhance comprehension.</li> <li>● purposeful reading promotes understanding and readiness for discussion.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can reading informational texts and literary nonfiction help us to promote deeper understanding and connection to our surroundings as well as between the past and present?</li> <li>● How do we draw meaning and understanding from a given text?</li> <li>● What are the underlying messages in the text?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● central ideas are key to understanding the text.</li> <li>● the differences and similarities of authors' presentation of events.</li> <li>● connotation and denotation.</li> <li>● textual evidence (direct quotes).</li> <li>● text structures.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using close reading strategies.</li> <li>● citing textual evidence in text and making inferences.</li> <li>● determining the author's point of view and purpose.</li> <li>● comparing and contrasting two or more presentations of events.</li> <li>● analyzing details and how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> <li>● analyzing how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>● CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</li> <li>● CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li> <li>● CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>● determining the meaning of words and phrases in context.</li> <li>● interpreting information in diverse media formats.</li> <li>● engaging in discussions and presentations.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 6

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read from a broad range of high-quality, increasingly challenging literary texts.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.6.1  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.RL.6.3  
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- CCSS.ELA-LITERACY.RL.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.6.5  
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.6.6  
Explain how an author develops the point of view of the narrator or speaker in a text.
- CCSS.ELA-LITERACY.RL.6.7  
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- CCSS.ELA-LITERACY.RL.6.9  
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

##### *Transfer*

*Students will be able to independently use their learning to...*

- read and comprehend various works of literature to make connections to themselves and the world.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- self-selection and reflection impact growth as an independent reader.
- literary works contain similar literary elements and types of passages.
- characters, like people, change over time as a result of experiences and interactions with others.

##### ESSENTIAL QUESTIONS

- How can we create a deeper understanding and connection to our surroundings through literature?
- How can reading literature develop and apply a deeper understanding and connection to ourselves and others?

##### *Acquisition*

*Students will know...*

- central idea and theme.
- summary versus personal opinion.
- plot, setting, episodes, resolution.
- various types of literary texts, forms, and genres.
- textual evidence and direct quotes.
- a speaker/narrator's point of view.

*Students will be skilled at...*

- using close reading strategies to understand story elements.
- citing text evidence and using quotes from a text.
- identifying and supporting themes using textual evidence.
- describing the impact specific story elements have on plot and conflict.

<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● <b>CCSS.ELA-LITERACY.W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● <b>CCSS.ELA-LITERACY.L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</li> <li>● <b>CCSS.ELA-LITERACY.L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● <b>CCSS.ELA-LITERACY.SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>● figurative language: similes and metaphors, connotative meaning, and tone.</li> <li>● text structures in literature and the impact of theme, setting, and plot.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing how particular passages fit into the overall structure of a text.</li> <li>● comparing and contrasting literary genres.</li> <li>● comparing and contrasting literature presented in different mediums.</li> <li>● making inferences.</li> <li>● explaining how the author develops a point of view in a text.</li> <li>● interpreting the meaning of words and figurative language in context.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 7

### Informative Writing

Stage 1 Desired Results		
	<i>Transfer</i>	
<p><b>ESTABLISHED GOALS:</b> Students will write informative texts to inform readers of a topic, including clearly organized, well-developed information that applies basic MLA formatting rules.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● CCSS.ELA-LITERACY.RI.7.10 By the end of year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions</li> </ul>	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● clearly organize information to inform readers of a topic that has been developed through research.</li> <li>● citing sources and avoiding plagiarism.</li> </ul>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● a clearly stated thesis is an essential part of the introduction and provides the structure of the essay.</li> <li>● claims are supported with evidence.</li> <li>● it is important to establish and maintain a formal style.</li> <li>● details/elaboration support the claim.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do writers vary their writing when they write for different purposes and different audiences?</li> <li>● How do organization and structure of writing affect meaning?</li> <li>● What role do grammar and mechanics play in crafting a strong piece of writing?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● essay structure: introductory paragraph that includes a clear thesis statement; body paragraphs that include a topic sentence, details, evidence, explanation, and concluding sentence; a concluding paragraph that includes a restated thesis, summary of key essay points, and a final thought for the reader.</li> <li>● MLA format that includes in-text citations and a works cited page.</li> <li>● strategies to organize ideas such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● writing an informative essay that includes an introduction, body paragraphs, and a conclusion.</li> <li>● incorporating information from outside sources into their writing</li> <li>● using MLA format on completed final informative essays.</li> <li>● developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>

<p>of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● using precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● establishing and maintaining a formal style.</li> <li>● providing basic in-text citations.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 7

### Argumentative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will write a well-organized argument essay that argues a claim of a given topic, acknowledges a counterclaim, and provides relevant evidence that has been developed through research using credible sources. Students will apply basic MLA formatting rules.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA-LITERACY.W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>● CCSS.ELA-LITERACY.W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>● CCSS.ELA-LITERACY.W.7.9 Draw on evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> <li>● participate in the writing process, write effective arguments and argument essays.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● a clearly stated thesis is an essential part of the introduction and provides the structure of the essay.</li> <li>● claims need to be supported with evidence.</li> <li>● counterclaims need to be lightly acknowledged, but then refuted.</li> <li>● it is important to establish and maintain a formal style.</li> <li>● details need to be elaborated on to support the claim and refute the counterclaim, and presented in a formal style.</li> <li>● the conclusion will restate the thesis and include a strongly worded message to the reader.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do writers vary their writing when they write for different purposes and different audiences?</li> <li>● How do writers develop an argument essay that persuades a reader?</li> <li>● What role do grammar and mechanics play in crafting an effective piece of writing?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● argument essay structure.</li> <li>● the importance of evidence, explanations and concluding sentences.</li> <li>● concluding paragraphs include a restated thesis, summary of key points, and a strong final message for the reader.</li> <li>● MLA format that includes in-text citations and a works cited page.</li> <li>● claim and counterclaim.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● writing an argument essay that includes an introduction, argument and counter-argument body paragraphs, and a conclusion.</li> <li>● incorporating information from outside sources into their writing.</li> <li>● explaining the evidence.</li> <li>● refuting the counterargument.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● recognizing a counterclaim in argument writing.</li> <li>● using MLA format.</li> <li>● providing basic in-text citations.</li> <li>● using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● establishing and maintaining a formal style.</li> <li>● editing and making revisions on drafts before finalizing an essay.</li> <li>● using precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Grade 7

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Through extensive reading of short stories, novels, classical literature, dramas, and poetry, students will gain literary and cultural knowledge in order to make connections to themselves and the world. Students will learn close-reading strategies, analysis of story elements and literary devices.

##### CONTENT STANDARDS:

- CCSS.ELA.LITERACY.RL.7.1  
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA.LITERACY.RL.7.2  
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CCSS.ELA.LITERACY.RL.7.3  
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- CCSS.ELA.LITERACY.RL.7.4  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- CCSS.ELA.LITERACY.RL.7.5  
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- CCSS.ELA.LITERACY.RL.7.6  
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- CCSS.ELA.LITERACY.RL.7.7  
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

##### Transfer

*Students will be able to independently use their learning to . . .*

- read and analyze various forms of literature and use text evidence to support analysis in order to engage in discussion and presentations.
- students will be able to make connections between themselves and the world.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- active reading enhances a reader's understanding.
- self-selection and reflection impact growth as an independent reader.
- inferences must be supported by multiple pieces of textual evidence.
- point-of-view impacts a piece of literature.

##### ESSENTIAL QUESTIONS

- How does reading literature help us to better understand ourselves and our connections to others?
- How can fiction help us to make sense of the real world?
- How can reading fiction help us to increase our appreciation of the past?
- How might reading about a fictional character lead us to question our own actions and motives?

##### Acquisition

*Students will know...*

- elements of different types of literature telling the same story, such as a drama and novella.
- literary devices: metaphors, similes, hyperbole, personification, symbolism, theme.

*Students will be skilled at...*

- using close-reading strategies to enhance comprehension, generate questions, and make inferences about literature.

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> <li>● CCSS.ELA.LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA.LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA.LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● CCSS.ELA.LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA.LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA.LITERACY.L7.5.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● CCSS.ELA.LITERACY.SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA.LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>● different types of poetry and poetic devices: free verse, form poems (haikus, etc.), alliteration, rhythm, rhyme, slant rhyme, assonance, repetition for effect, etc.</li> <li>● story elements: exposition, characterization, conflict, point-of-view, rising action, climax, falling action, resolution.</li> <li>● vocabulary words in context.</li> <li>● the connotative and denotative meanings of words in literature.</li> <li>● public speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing the story elements for understanding.</li> <li>● identifying point-of-view and its impact on a piece of literature.</li> <li>● using text evidence to support inferences.</li> <li>● analyzing the effect of setting on a story's conflict.</li> <li>● understanding vocabulary in literature based on context.</li> <li>● analyzing word choice and its impact on the reader.</li> <li>● analyzing form in selected pieces of poetry and its impact on meaning.</li> <li>● comparing different formats of the same work (novel, drama, video, live play version).</li> <li>● finding the connotative and denotative meanings of words.</li> <li>● giving oral presentations that use public speaking skills (making eye contact, using a loud and clear voice, etc.).</li> <li>● analyzing literature in writing.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grade 7

### Reading Informational Texts and Literary Nonfiction

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Through extensive reading of nonfiction, including speeches, articles, excerpts of autobiographies, etc., students will gain historical and cultural knowledge in order to make connections to themselves and the world. Students will learn various close-reading strategies to read and comprehend nonfiction, including analyzing text features, text structures, and other elements of nonfiction.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● CCSS.ELA-LITERACY.R.1.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● CCSS.ELA-LITERACY.R.1.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● CCSS.ELA-LITERACY. W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● recognize and use common elements of nonfiction texts to make meaning, read to learn about, and make connections to themselves and the world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● reading nonfiction is different from reading fiction.</li> <li>● active reading enhances a reader's understanding of nonfiction.</li> <li>● inferences must be supported by textual evidence.</li> <li>● authors' point-of-view (bias) impacts their writing.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does reading nonfiction help us to better understand ourselves and our world?</li> <li>● How can reading nonfiction help us to increase our appreciation of the past?</li> <li>● How have the contributions of historical figures impacted the world today?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● different approaches to the reading of nonfiction.</li> <li>● text features (headings, subheadings, graphic aids (charts, etc.) and text structures of nonfiction (compare/contrast, sequence, description, problem/solution, cause/effect).</li> <li>● elements of argument writing: making a claim with evidence as support.</li> <li>● aspects of the writing process, including editing and revising.</li> <li>● public speaking skills.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using close-reading strategies to enhance comprehension, generate questions, and make inferences about nonfiction.</li> <li>● providing basic in-text citations.</li> <li>● using text features and text structures to help them understand nonfiction text.</li> <li>● inferences and ideas in nonfiction.</li> <li>● using argument writing techniques (making a claim with evidence as support, argument writing, compare and contrast).</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RI.7.10 By the end of year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>● CCSS.ELA-LITERACY.SL7.1 Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA-LITERACY.SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>● writing informative/explanatory texts to examine a topic and convey ideas.</li> <li>● editing and making revisions on drafts before submitting a final draft essay.</li> <li>● using public speaking skills (making eye contact, using a loud and clear voice, etc.) for presentations.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 7

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will be able to write narratives, developing experiences or events using logically-shifting time frames, description, action, and dialogue.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● CCSS.ELA.LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● use the writing process to write effective narratives.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● certain techniques are essential in narrative writing.</li> <li>● writing narratives involves self-reflection of one's actions and choices.</li> <li>● all writing has a purpose.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can writing narratives help us to better understand ourselves?</li> <li>● How can writing narratives help us to explore the effects our choices have on ourselves and others around us?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● story elements including exposition, conflict, rising action, climax, falling action, and resolution.</li> <li>● author's purpose in narrative writing.</li> <li>● different points of view in literature.</li> <li>● different types of leads.</li> <li>● how to incorporate effective dialogue into their writing.</li> <li>● different types of figurative language (imagery, similes, metaphors, hyperbole, personification).</li> <li>● different sentence types: simple, compound, complex, compound-complex.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● creating and maintaining a purpose in a written narrative.</li> <li>● using mentor texts as a part of the writing process.</li> <li>● balancing sequencing and time-shifts to develop events in a narrative.</li> <li>● adjusting the pacing and action of their story.</li> <li>● using dialogue to create authenticity.</li> <li>● incorporating sensory details and vivid imagery, including different types of figurative language.</li> <li>● writing engaging narrative leads and meaningful conclusions.</li> <li>● editing and making revisions on drafts before finalizing work.</li> <li>● engaging in all aspects of the writing process to craft cohesive and interesting narratives.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.7.10 By the end of year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently with scaffolding as needed at the high end of the range.</li> </ul>		<ul style="list-style-type: none"> <li>● incorporating a variety of sentence types.</li> <li>● using complete sentences and avoiding run-ons and fragments.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Creativity</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Grade 8

### Informative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write informative texts to inform readers of a topic, including clearly organized, well-developed information that applies basic MLA formatting rules.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>● CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>● CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> <li>● organize their ideas and inform the readers of a well-chosen topic that has been developed through research using reliable sources.</li> <li>● use MLA format (in-text citations and works cited page) and avoid plagiarism.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● information needs to be presented in a logical order to inform the audience.</li> <li>● specific vocabulary enhances the communication of a topic.</li> <li>● not all sources provide reliable information.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can I use information to express an idea?</li> <li>● What are the various forms of informational text structures?</li> <li>● How can I determine whether an informational source is reliable?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● MLA format guidelines/ works cited page.</li> <li>● credibility, reliability, and accuracy of sources.</li> <li>● direct quotes, paraphrasing, and statistics.</li> <li>● text structure.</li> <li>● thesis statement.</li> <li>● supporting facts.</li> <li>● precise language.</li> <li>● transitions.</li> <li>● formal style.</li> <li>● punctuation: ellipsis, dash, comma to indicate a pause/omission.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● developing a thesis statement which outlines the main focus of the topic.</li> <li>● organizing evidence to fit the purpose and audience.</li> <li>● using appropriate content-specific language.</li> <li>● integrating varied transitions to create cohesion and clarity of topic.</li> <li>● maintaining a formal writing style.</li> <li>● composing a works cited page to chronicle the reliable resources used.</li> <li>● citing specific evidence taken from reliable sources.</li> <li>● identifying reliable versus unreliable sources.</li> </ul>	

<p>complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> </ul>		<ul style="list-style-type: none"> <li>● developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● providing a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● using punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grade 8

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write a narrative with an engaging lead, vivid description, logical time shifts, and dialogue in a complete story arc.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● CCSS.ELA.LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, drama, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● participate in the writing process and create narratives using narrative techniques.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● all writing has a purpose.</li> <li>● some personal stories are worth telling and reflecting on.</li> <li>● certain writing techniques can be used to help enhance writing personal narratives.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What strategies are needed to write effective narratives?</li> <li>● Which writing techniques can be used to engage readers and relay an important story?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● author's purpose.</li> <li>● plot.</li> <li>● points of view.</li> <li>● dialogue format.</li> <li>● pace, event sequence.</li> <li>● transitions.</li> <li>● figurative language.</li> <li>● the writing process.</li> <li>● sensory details.</li> <li>● active/passive voice.</li> <li>● verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>● verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● creating and maintaining a purpose in writing.</li> <li>● including vivid description and sensory details as well as figurative language to enhance a piece of writing.</li> <li>● writing several drafts of a narrative before creating a final draft.</li> <li>● incorporating different transitions to indicate time changes.</li> <li>● including effective dialogue (including the dialogue itself as well as placing tags and punctuating it correctly).</li> <li>● engaging and orienting the reader by establishing a context and point of view.</li> <li>● using narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>● providing a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</li> </ul>		<ul style="list-style-type: none"> <li>● using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> <li>● recognizing and correcting inappropriate shifts in verb voice and mood.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Communication</li> <li>● Collaboration</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 8

### Reading Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read short stories, novels, dramas, and poetry. Students will use close-reading strategies and analyze story elements and literary devices.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.8.1  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.8.2  
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.3  
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-LITERACY.RL.8.4  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.RL.8.5  
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CCSS.ELA-LITERACY.RL.8.6  
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

##### Transfer

*Students will be able to independently use their learning to . . .*

- analyze common elements of multiple works of literature.
- use text evidence to support analysis in order to engage in discussion and presentations.
- make connections between themselves and the world.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- stories have multiple themes/messages.
- each genre of fiction has special characteristics.
- authors use special techniques to entertain the reader including: engaging lead/hook, dialogue, flashback, suspense, vivid description, and figurative language.
- characters change over time.

##### ESSENTIAL QUESTIONS

- What makes a fictional story?
- How does a theme develop over time?
- How does an author engage the reader?
- How does point of view change the perspective of a story?

##### Acquisition

*Students will know...*

- plot elements.
- figurative language.
- theme.
- text evidence.
- text structure.
- fiction genres: novella, drama, poetry.
- word choice: connotation/denotation.

*Students will be skilled at...*

- analyzing the plot elements of a story.
- analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- identifying/analyzing types of figurative language in a text.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li> <li>● CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li> <li>● CCSS.ELA.LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, drama, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● CCSS.ELA-LITERACY.W.8.9 Draw text evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>● close reading strategies.</li> <li>● character's point of view and character's traits.</li> <li>● irony, suspense, humor.</li> </ul>	<ul style="list-style-type: none"> <li>● comparing/contrasting two literary structures in two different texts.</li> <li>● recognizing the theme of a story using text evidence.</li> <li>● collaborating/discussing a short story/novel in small groups.</li> <li>● reading independently.</li> <li>● identifying point-of-view and its impact on a piece of literature.</li> <li>● using close reading strategies to enhance understanding of the text.</li> <li>● determining the meanings of words and phrases used in text such as connotative and figurative meanings as well as word choice and tone.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Collaboration</li> <li>● Communication</li> </ul>	

# Windham School District Curriculum

## Grade 8

### Argumentative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will recognize tone/bias in the media, research a debatable topic, take a stance, write an essay on this topic, and present the topic in a formal manner.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>● CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>● CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● clearly organize their ideas and argue their claim of a well-developed topic that has been developed through research using reliable sources, addressing, and rebutting a counterclaim.</li> <li>● effectively use MLA format (in text-citations and works cited page) to avoid plagiarism.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● not all sources provide reliable information.</li> <li>● quotes/ paraphrased information in an essay should be cited to avoid plagiarizing.</li> <li>● it is important to research the opposing points of view on a given topic.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What makes effective arguments?</li> <li>● How do I find reliable sources?</li> <li>● What techniques can be used to persuade my audience?</li> <li>● How do I cite my sources?</li> <li>● How do I avoid plagiarizing?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● MLA format/ works cited page.</li> <li>● claims/counterclaims.</li> <li>● credible sources.</li> <li>● persuasive techniques.</li> <li>● formal structure.</li> <li>● counterargument and rebuttal.</li> <li>● transitions.</li> <li>● presentation skills.</li> <li>● bias, claim, paraphrase, direct quotes, analysis, reasoning, evidence, citations.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● identifying bias.</li> <li>● creating an engaging lead for an argument essay.</li> <li>● presenting their argument topic in an organized, formal manner while public speaking.</li> <li>● introducing claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>● CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</li> <li>● CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● acknowledging a counterargument and answering it effectively to help convince readers.</li> <li>● including transitions within the essay to create cohesion of ideas.</li> <li>● writing in a formal manner and creating a multimedia presentation to persuade an audience.</li> <li>● using the writing process.</li> <li>● presenting to an audience.</li> <li>● including citations, quotes, and using punctuation such as ellipses.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Collaboration</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Grade 8

### Reading Informational Texts and Literary Nonfiction

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read and analyze different types of informational texts and literary nonfiction texts focusing on inferencing, text structure, author's purpose, and reliability of information.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>● CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>● CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● read nonfiction and literary nonfiction closely to determine what the text says explicitly.</li> <li>● make logical inferences from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● informational text is presented based on an author's purpose.</li> <li>● textual evidence supports the author's central idea.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does the evidence support the author's purpose?</li> <li>● How does text structure aid a reader's understanding of informational material?</li> <li>● How can reading literary nonfiction help us explain the world around us?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● text features and text structure.</li> <li>● text evidence (quotes).</li> <li>● point of view.</li> <li>● author's purpose.</li> <li>● central idea.</li> <li>● reliable and unreliable sources.</li> <li>● advantage/disadvantage of different mediums.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading informational articles from various sources.</li> <li>● applying close reading nonfiction strategies (annotations).</li> <li>● evaluating reliable sources.</li> <li>● identifying textual evidence to support central ideas.</li> <li>● citing textual evidence to support text analysis.</li> <li>● analyzing different text structures.</li> <li>● identifying the author's point of view and purpose.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> <li>● CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>● CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> <li>● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● CCSS.ELA-LITERACY.W.8.9 Draw text evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> </ul>		<ul style="list-style-type: none"> <li>● determining the central ideas of a text and how it develops over the course of the text.</li> <li>● providing an objective summary of a text.</li> <li>● analyzing information in two or more texts.</li> <li>● writing informative texts and arguments.</li> <li>● reading complex, grade appropriate text independently and proficiently.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Collaboration</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Writing CP

### Narrative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will write narratives that include sensory details, convey feelings, and describe an experience through a unique perspective and defined voice. Students will transfer knowledge of character perspective and diction into a newly generated situation with realistic dialogue and human understanding.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W. 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS. ELA- LITERACY.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 proficiency, with scaffolding needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY. L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● use the writing process to write effective texts using a variety of narrative techniques.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● authors have a purpose in sharing their experience and express this in multiple ways (explicitly or implied) throughout the writing.</li> <li>● effective narration directs the reader’s perception about a specific event and pacing.</li> <li>● word choices and details about the setting create mood and convey tone.</li> <li>● having a unique voice for characters/people in dialogue provides a realistic experience and reveals pertinent information.</li> <li>● blending narrative, informational, and argumentation techniques effectively impacts the reader.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the structural elements of a narrative and did I include them?</li> <li>● What literary devices can be used to pace a narrative?</li> <li>● What word choices can enhance the sensory experience for the reader?</li> <li>● How does an author impart the purpose in writing?</li> <li>● Is my dialogue authentic?</li> </ul>
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● narrative components.</li> <li>● plot sequences, conflict, setting.</li> <li>● pacing techniques.</li> <li>● sensory imagery.</li> <li>● role of narrator.</li> <li>● editing vs. revising.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and analyzing narrative and fused mentor texts as a part of the writing process.</li> <li>● establishing a designed sequence of events.</li> <li>● providing context for conflict.</li> <li>● providing details for setting.</li> <li>● using literary devices.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</li> </ul>	<ul style="list-style-type: none"> <li>● purpose and focus of a narrative.</li> <li>● literary devices/ figures of speech.</li> <li>● dialogue formatting.</li> <li>● transitions, leads and endings.</li> <li>● narrative writing can be included within other types of writing such as informative and argument.</li> <li>● parallel structure and various types of phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● using transitions to show a passage of time.</li> <li>● revealing a purpose.</li> <li>● providing character reflection.</li> <li>● using realistic dialogue.</li> <li>● providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>● using parallel structure and various types of phrases.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Writing CP

### Informative Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will write informative/explanatory texts on a topic using responsible research, facts, key terms, and clear organization. Students will synthesize the three writing styles to demonstrate a thorough understanding of how to best engage and impact the reading audience.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.9-10.2  
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.
- 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 inquiry when appropriate; synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.
- 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 answer the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following 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.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.

##### *Transfer*

*Students will be able to independently use their learning to...*

- write informational/explanatory texts logically and without bias.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- informative writing explains information accurately, increasing a reader's knowledge or awareness about that topic.
- all information should be validated before presenting it and cite all resources appropriately.

##### ESSENTIAL QUESTIONS

- What is my topic about? Does the information I collected specifically pertain to the topic?
- Are my sources credible?
- How do I present my information logically and meaningfully?
- Am I presenting the information accurately and without persuasion?
- How do I cite my sources appropriately?

##### *Acquisition*

*Students will know...*

- purpose in writing.
- research skills, note-taking and outlining strategies.
- evidence.
- credibility.
- MLA citations.
- target audience.
- formal writing.
- informative writing can be included within other types of writing such as narrative and argument.

*Students will be skilled at...*

- presenting information logically.
- creating a research plan.
- assessing sources and information for credibility.
- reading and choosing pertinent information.
- adapting vocabulary to suit an audience.
- using a formal writing style.
- breaking down key concepts and vocabulary in a meaningful way.
- citing sources in MLA formatting.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</li> <li>● developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● using appropriate and varied transitions</li> <li>● presentation skills and use of digital media.</li> <li>● establishing and maintaining a formal style and objective tone.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Creativity</li> <li>● Critical Thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Writing CP

### Argumentative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will investigate a topic, generate and evaluate evidence, recognize various views, and establish a position on that topic in a logical, concise manner.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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 inquiry when appropriate; synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.</li> <li>● 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 answer the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● construct logical argumentative writing using research, evidence, and analysis.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● authors create logical arguments to back a claim using research, evidence, and analysis.</li> <li>● authors show a depth of understanding by anticipating oppositional viewpoints as well as how those viewpoints may or may not be valid.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the structural components of an argument?</li> <li>● Is my thesis clear and relevant?</li> <li>● Did I choose the best pieces of evidence to back my claim?</li> <li>● Does my argument follow a logical progression of ideas, show a depth of understanding, and refute/diminish oppositional viewpoints accurately?</li> <li>● Did I use reliable sources?</li> <li>● Did I fairly recognize opposing views?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● claims and counterclaims.</li> <li>● analysis and evidence.</li> <li>● target audience.</li> <li>● tone.</li> <li>● purpose in writing.</li> <li>● research skills.</li> <li>● credibility.</li> <li>● MLA citations.</li> <li>● formal writing.</li> <li>● argument writing can be included within other types of writing such as narrative and informative.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● incorporating the structural elements of an argument.</li> <li>● presentation skills and use of digital media.</li> <li>● writing clear thesis statements.</li> <li>● assessing source credibility.</li> <li>● reading texts and identifying claims, evidence, and analysis.</li> <li>● communicating with others to assess the validity of ideas and logic.</li> <li>● Introducing precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul>		<ul style="list-style-type: none"> <li>● developing 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.</li> <li>● using 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.</li> <li>● establish and maintain a formal style.</li> <li>● providing a concluding statement or section that follows from and supports the argument presented.</li> <li>● using quotations and punctuation–colon.</li> <li>● using a semicolon to link related independent clauses.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Grammar and Composition

### The Narrative Essay

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write a cohesive narrative that incorporates narrative components.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● identify effective narrative components and use them in their own writing to enhance their personal stories.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● narrative components are intentionally used by storytellers to enhance a story and pique interest.</li> <li>● writing is a process that requires multiple drafts and revision.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How is storytelling part of the human experience?</li> <li>● How do we write narratives that hook, sustain, and satisfy a reader?</li> <li>● What are the components of narrative writing that make it more interesting?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to identify narrative components.</li> <li>● how to incorporate narrative components in their own writing.</li> <li>● how to set up an MLA heading and page numbers.</li> <li>● the importance of transitions, leads and endings.</li> <li>● commonly confused words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using technology platforms for revision and feedback.</li> <li>● identifying narrative components in another author's writing.</li> <li>● incorporating narrative components in their own writing.</li> <li>● establishing and maintaining a point of view in writing.</li> <li>● identifying and correcting usage errors with commonly confused word pairs/groups.</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grammar and Composition

### Fusing Writing Types

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will understand that writing is often a combination of several genres, not always fitting within a specific framework.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● identify the various writing types: informative, narrative, argumentative and fused.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● the fusion of text types allows writers to reach a broader audience because different people are interested by different topics/approaches.</li> <li>● writing is a process that requires multiple drafts, editing, and feedback.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is the value in using multiple genres of writing to convey a message?</li> <li>● How do we engage an audience?</li> <li>● Why is editing and proofreading important?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● academic vocabulary.</li> <li>● the pattern of context, quote, analysis within a paragraph.</li> <li>● how and when to use transition words.</li> <li>● how to choose a good quote.</li> <li>● how to use graphic organizers and outlines.</li> <li>● how and when to use in-text citations and Works Cited pages.</li> <li>● how to identify dependent and independent clauses and fragments/run-ons.</li> <li>● the proper use of commas and periods.</li> <li>● how to set up an MLA heading and page numbers.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● synthesizing the three writing styles to engage and impact the reading audience.</li> <li>● identifying and illustrating the differences among the three writing types and how they impact the reader.</li> <li>● understanding a target audience.</li> <li>● annotating a text.</li> <li>● using a prompt to construct a thesis.</li> <li>● using a graphic organizer to organize thoughts/ideas.</li> <li>● setting up an MLA formatted paper.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA-LITERACY.SL.9-10. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-LITERACY.SL.9-10. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul>	<ul style="list-style-type: none"> <li>● commonly confused words.</li> <li>● how to identify subjects, verbs, pronouns and antecedents and understand why agreement matters.</li> </ul>	<ul style="list-style-type: none"> <li>● using technology for editing and feedback.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Creativity</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Grammar and Composition

### Nonfiction

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read, analyze and construct nonfiction texts.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.2 Determine a 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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>● CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● analyze a text and determine the tone, audience, point of view, and the influence of bias.</li> <li>● write nonfiction texts.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● nonfiction texts may be “true” but are still impacted by bias.</li> <li>● nonfiction authors use a specific and intentional tone and point of view to target their audience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the components of a nonfiction piece of writing?</li> <li>● How do graphics and charts help the reader understand non-fiction texts?</li> <li>● How can a reader identify the point of view of the author?</li> <li>● Why is editing and proofreading important?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to annotate nonfiction texts.</li> <li>● how to identify and begin to emulate the parts of a thesis statement.</li> <li>● how to identify subjects, verbs, pronouns and antecedents and understand why their agreement matters.</li> <li>● how to use MLA formatting.</li> <li>● commonly confused words.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying components of nonfiction: including- but not limited to- fact-based writing, extensive research, anecdotal evidence, explanation, and formatting.</li> <li>● annotating a text.</li> <li>● using a prompt to construct a thesis.</li> <li>● using a graphic organizer to organize thoughts/ideas.</li> <li>● setting up an MLA formatted paper.</li> <li>● using technology platforms for editing and feedback.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.6 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grammar and Composition

### Informative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will convey information using researched facts, key terms, and appropriate vocabulary. The language they choose will be determined by assessing their target audience.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>● 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 inquiry when appropriate; synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● communicate complex ideas effectively both in writing and presentations.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● informative writing is a vital part of communication.</li> <li>● selecting and organizing information to share with an audience is a skill.</li> <li>● writing is a multi-draft process requiring individual editing and outside feedback.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do we effectively teach someone about a topic in writing?</li> <li>● How do we collect and cite evidence in an informative piece of writing?</li> <li>● How and why is it effective to present information both in writing and visually?</li> <li>● Why is editing and proofreading important?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the value of using infographics to teach about a topic (what are the important parts?).</li> <li>● how to use technology to publish writing.</li> <li>● the importance of conducting responsible research, evaluating sources, and the benefits of library databases.</li> <li>● how to construct an introduction.</li> <li>● how to select evidence that best informs the audience.</li> <li>● the value of charts and tables in a presentation or text.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● collecting valid, relevant, and sufficient evidence.</li> <li>● citing valid, relevant, and sufficient evidence.</li> <li>● constructing an informative piece of writing using the broad → specific → broad format (hourglass).</li> <li>● using a prompt to construct a thesis.</li> <li>● using a graphic organizer to organize thoughts/ideas.</li> <li>● setting up an MLA formatted paper.</li> </ul>

<ul style="list-style-type: none"> <li>● 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 answer the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● CCSS.ELA-LITERACY.9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>● the difference between paraphrasing and plagiarism.</li> <li>● how to use graphic organizers and outlines.</li> <li>● what in-text citations and Works Cited pages are/look like.</li> <li>● how to identify dependent and independent clauses and fragments and run-ons.</li> <li>● the proper and varied use of commas and periods.</li> <li>● how to set up an MLA heading and page numbers.</li> <li>● commonly confused words.</li> <li>● how to identify subjects, verbs, pronouns and antecedents and understand why agreement matters.</li> </ul>	<ul style="list-style-type: none"> <li>● using technology for editing and feedback.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Grammar and Composition

### Argumentative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will understand the components of an effective argument and the structure of an argumentative essay.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● effectively communicate an argument in writing using valid, relevant, and sufficient evidence.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● argument writing is a skill that applies in all disciplines.</li> <li>● selecting valid, relevant and sufficient evidence is vital in creating a sound argument.</li> <li>● refuting counterclaims is a necessary part of argument writing.</li> <li>● writing is a multi-draft process requiring individual editing and outside feedback.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What constitutes a sound argument?</li> <li>● How do we collect and cite evidence in an argumentative piece of writing?</li> <li>● What is a counterargument and what does it mean to refute it?</li> <li>● Why is editing and proofreading important?</li> </ul>
<i>Acquisition</i>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● how to conduct responsible research and the benefits of using databases.</li> <li>● how to identify an argument.</li> <li>● how to write opinion-based sentences.</li> <li>● the hourglass construction of an introduction (starts broad, gets increasingly more specific, then ends by broadening topic at the end)</li> <li>● how to select evidence to support your argument.</li> <li>● how to use graphic organizers and outlines.</li> <li>● what in-text citations and Works Cited page are.</li> <li>● how to construct a debate framework (anticipating a counter argument and supporting your argument).</li> <li>● how to turn the debate framework into a larger essay.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● collecting valid, relevant, and sufficient evidence.</li> <li>● citing valid, relevant, and sufficient evidence.</li> <li>● constructing an argument using the hourglass format.</li> <li>● using a prompt to construct a thesis.</li> <li>● using a graphic organizer to organize thoughts/ideas.</li> <li>● setting up an MLA formatted paper.</li> <li>● using technology for editing and feedback.</li> </ul>	

	<ul style="list-style-type: none"> <li>● how to set up an MLA heading and page numbers.</li> <li>● commonly confused words.</li> <li>● how to identify subjects, verbs, pronouns and antecedents and understand why their agreement matters.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Cultural Foundations CP

### What does an individual do when their ideas conflict with society?

Stage 1: Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will become critical thinkers as they understand historical events that led to modern civilization. Students will continue their study of literature with a more specific exploration of poetry and drama. In this unit, students will study the Middle Ages, Renaissance, and Age of Exploration through different pieces of literature as well as primary and secondary sources.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● make connections between societal expectations and individual experiences during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● authors create a variety of media (poetry, drama, etc.) to express a range of views/experiences in connection to the society in which they live.</li> <li>● examining world history helps expand ideas as well as the relationship of the world and its people today.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How did the rise of individualism impact the human experience?</li> <li>● How does setting and societal expectations impact characters actions?</li> <li>● How do ideas spread through countries and then internationally?</li> <li>● How does cultural diffusion affect individuals and society?</li> <li>● What can we learn about culture through art?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● author's purpose of using poetic devices and structure, including:               <ul style="list-style-type: none"> <li>○ Tone</li> <li>○ Diction</li> <li>○ Imagery</li> <li>○ Foreshadowing</li> <li>○ Simile/Metaphor</li> <li>○ Dramatic Irony</li> <li>○ Suspense</li> <li>○ Characterization</li> </ul> </li> <li>● genres of literature</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading poetry and identifying the poetic devices used (including, but not limited to: simile, metaphor, personification, repetition, imagery, etc.).</li> <li>● analyzing how poetic devices enhance the author's purpose and meaning.</li> <li>● connecting historical events with human experiences.</li> <li>● writing routinely over different time frames.</li> <li>● drawing evidenced based conclusions.</li> </ul>

<p>how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.RL.9-10.3 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.</li><li>● 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).</li><li>● 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.</li><li>● 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).</li><li>● CCSS. ELA- LITERACY. 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 proficiency, with scaffolding needed at the high end of the range.</li><li>● CCSS.ELA-LITERACY. SL. 9-10. 12.1 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.</li></ul>	<ul style="list-style-type: none"><li>○ authors use of structure and techniques used in, but not limited to, primary sources, historical documents, short story, novel.</li><li>● organizational structure of a paragraph.</li><li>● rules for MLA format.</li><li>● challenges and criticisms pertaining to the power of the Catholic Church.</li><li>● what the Renaissance was.</li><li>● the conditions in Italy that led to the rise of the Renaissance.</li><li>● the impact of the Renaissance and Age of Exploration on the world in the 15th and 16th century as well as on contemporary society.</li></ul>	<ul style="list-style-type: none"><li>● finding and citing appropriate evidence to support their claims.</li><li>● participating in a range of collaborative discussions.</li><li>● posing and responding to questions that relate to discussions and larger ideas/themes.</li></ul>
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<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
<p><u>Geography</u>  D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.  D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><u>History</u>  D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.  D2.His.2.9-12. Analyze change and continuity in historical eras  D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p><u>Sources</u>  D1.5. 9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the type of sources available, and the potential uses of the sources.  D3.1. 9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.  D3.2. 9-12. Evaluate the credibility of a source by examining how experts value the source.  D3.3. 9-12. Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Cultural Foundations CP

### How do we create order in society that represents the values of its people?

#### Stage 1: Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will become critical thinkers as they understand historical events that led to modern civilization. Students will continue their study of literature with a more specific exploration of poetry and drama. In this unit, students will study the Enlightenment, Absolutism, Revolutions, and Nationalism through different pieces of literature as well as primary and secondary sources.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.3 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.</li> <li>● CCSS. ELA- LITERACY. 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 proficiency, with scaffolding needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.2 Determine a 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● understand how individuals create order within society that represents the values of its people during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● authors create a variety of media (drama, novels, etc.) to express a range of views/experiences in connection to how order is created in society and its representation of the peoples' values.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does creating order in society that represents the values of its people impact the human experience?</li> <li>● How does an author's experience or motivation impact what they create?</li> <li>● How do we maintain order in society, even amidst change? What happens when order falls apart?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● author's purpose of using literature and structure, including:             <ul style="list-style-type: none"> <li>○ Novels</li> <li>○ Purpose &amp; tone</li> <li>○ Fiction</li> <li>○ Allegory as a method of commentary</li> <li>○ Author's Purpose</li> <li>○ Propaganda</li> </ul> </li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying how an author's point of view impacts their work.</li> <li>● analyzing textual evidence.</li> <li>● following complex characters and plots that have direct correlations to historical events.</li> <li>● connecting historical events with human experiences.</li> <li>● analyzing primary source documents.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6 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.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.10. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<ul style="list-style-type: none"> <li>● genres of Literature <ul style="list-style-type: none"> <li>○ Authors use of structure and techniques used in, but not limited to, primary sources, historical documents, short story, novel</li> </ul> </li> <li>● changing political, religious, economic, and social philosophies and their origin.</li> <li>● the major beliefs of leaders during the period of Absolutism, Enlightenment thinkers, and French revolutionaries.</li> <li>● the lasting impact of Enlightenment ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● identifying historical impacts on modern day institutions.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p><u>Civics</u> D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>History</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Cultural Foundations CP

### What is the cost of progress?

#### Stage 1: Desired Results

##### ESTABLISHED GOALS:

Students will become critical thinkers as they understand historical events that led to modern civilization. Students will continue their study of literature with a more specific exploration of novel and short stories. In this unit, students will study Industrialization and Imperialism through different pieces of literature as well as primary and secondary sources.

##### CONTENT STANDARDS:

- 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.9-10.2  
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.
- CCSS.ELA-LITERACY.W.9-10.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- CCSS.ELA-LITERACY.W.9-10.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.9-10.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### *Transfer*

*Students will be able to independently use their learning to...*

- draw conclusions about the cost of progress during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- authors create a variety of media (novels, short stories, etc.) to express a range of views/experiences in connection to Imperialism.
- author's create a variety of media (essays, short stories, novels, allegories, etc.) to express a range of views/experiences in connection to the Industrial Revolution.
- writing effectively, for a variety of audiences, helps one become a successful communicator and participant in society.
- primary and secondary texts are an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings.
- interpreting and critically analyzing primary and secondary sources will lead to an appreciation for the

##### ESSENTIAL QUESTIONS

- How did the Industrial Revolution and Imperialism impact the human experience?
- How does an author's experience or motivation impact what they create?
- How have these pieces been used to create societal change?
- What are the costs of progress?

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.3 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.</li> <li>● 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.</li> <li>● CCSS. ELA- LITERACY. 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 proficiency, with scaffolding needed at the high end of the range.</li> </ul>	<p>universal truths of the human experience and better understanding of themselves.</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● novels</li> <li>● short Stories</li> <li>● purpose &amp; tone</li> <li>● fiction</li> <li>● author’s purpose</li> <li>● propaganda</li> <li>● how religion, race, war, colonization, and industrialization impact humanity.</li> <li>● the causes, characteristics, and short and long-term effects of the periods of European Industrialization and Imperialism.</li> <li>● how improved technology and a thirst for world power pushed Europeans to globalize, how colonized people responded, and how the Europeans’ influence can be seen today.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying how an author’s point of view impacts their work.</li> <li>● analyzing textual evidence.</li> <li>● following complex characters and plots that have direct correlations to historical events.</li> <li>● connecting historical events with human experiences.</li> <li>● analyzing, identifying, and interpreting primary and secondary sources.</li> <li>● understanding current and past events by making connections with primary and secondary sources that epitomize the me periods of European Industrialization and Imperialism.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><u>Civics</u> D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>Economics</u> D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p><u>Geography</u> D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> </ul>

## History

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

## Sources

D4.2. 9-12 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D3.1. 9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

# Windham School District Curriculum

## Cultural Foundations CP

### How did globalization impact the human experience?

#### Stage 1: Desired Results

##### ESTABLISHED GOALS:

Students will continue their study of literature with a more specific exploration of poetry and memoir. In this unit, students will study World War I, the interwar years, World War II, and the Middle East through different pieces of literature.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- 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).
- 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.
- 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.

##### Transfer

*Students will be able to independently use their learning to...*

- understand how globalization impacted the human experience during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- authors create a variety of media (poetry, memoirs, etc.) to express a range of views/experiences in connection to the world wars and the conflict in Israel and Palestine.
- how global issues beginning in the 19th century (imperialism, militarism, etc) contributed to the outbreak of World War I.
- the long-term political, economic, and social effects of World War I, the Great Depression, World War II and the conflict in Israel including how our world today is shaped by those events.

##### ESSENTIAL QUESTIONS

- How do the world wars and Middle East conflicts impact the human experience?
- How does an author's experience or motivation impact what they create?
- How is perspective influenced by power and violence?
- What is the nature of power?
- How did people acquire, take, use or abuse power?
- What happens when we struggle for power?

##### Acquisition

*Students will know...*

- author's purpose of using poetry, poetic devices, structure, and literary devices including:
  - Memoir
  - Nonfiction
  - Propaganda

*Students will be skilled at...*

- reading poetry and identifying the poetic devices used (including, but not limited to: simile, metaphor, personification, repetition, imagery, etc.).

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 Integrate multiple sources of information presented in diverse media or formats(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> </ul>	<ul style="list-style-type: none"> <li>○ Purpose &amp; tone</li> <li>○ Tone</li> <li>○ Diction</li> <li>○ Imagery</li> <li>○ Foreshadowing</li> <li>○ Simile/Metaphor</li> <li>● Genres of Literature <ul style="list-style-type: none"> <li>○ authors use of structure and techniques used in, but not limited to, primary sources, historical documents, novels, poems.</li> </ul> </li> <li>● the main causes of WW1.</li> <li>● the advances in technology and weaponry during both WW1 and WW2 and impact on society.</li> <li>● the social, economic and political impact/effects of the Treaty of Versailles.</li> <li>● the major events of WW2 and their impact on world history.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing how poetic devices enhance the author’s purpose and meaning.</li> <li>● connecting historical events with human experiences.</li> <li>● writing routinely over different time frames.</li> <li>● finding and citing appropriate evidence to support their claims.</li> <li>● posing and responding to questions that relate to discussions and larger ideas/themes.</li> <li>● analyzing primary source documents, video, speeches.</li> <li>● evaluating different perspectives and recognizing bias, point of view.</li> <li>● understanding the causes of and the effects the two world wars had on the world.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p><u>Civics</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>History</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><u>Sources</u> D3.1. 9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Honors Cultural Foundations

### What does an individual do when their ideas conflict with society?

#### Stage 1: Desired Results

##### ESTABLISHED GOALS:

Students will become critical thinkers as they understand historical events that led to modern civilization. Students will continue their study of literature with a more specific exploration of poetry and drama. In this unit, students will study the Middle Ages, Renaissance, and Age of Exploration through different pieces of literature as well as primary and secondary sources.

##### CONTENT STANDARDS:

- 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.9-10.2 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.
- CCSS.ELA-LITERACY.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.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.

##### *Transfer*

*Students will be able to independently use their learning to...*

- make connections between societal expectations and individual experiences during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- authors create a variety of media (poetry, drama, etc.) to express a range of views/experiences in connection to the society in which they live.
- examining world history helps expand ideas as well as the relationship of the world and its people today.

##### ESSENTIAL QUESTIONS

- How did the rise of individualism impact the human experience?
- How does setting and societal expectations impact characters actions?
- How do ideas spread through countries and then internationally?
- How does cultural diffusion affect individuals and society?
- What can we learn about culture through art?

##### *Acquisition*

*Students will know...*

- author's purpose of using poetic devices and structure, including:
  - Tone
  - Diction
  - Imagery
  - Foreshadowing
  - Simile/Metaphor
  - Dramatic Irony
  - Suspense
  - Characterization

*Students will be skilled at...*

- reading poetry and identifying the poetic devices used (including, but not limited to: simile, metaphor, personification, repetition, imagery, etc.).
- analyzing how poetic devices enhance the author's purpose and meaning.
- connecting historical events with human experiences.

- CCSS.ELA-LITERACY.RL.9-10.3  
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.
- 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).
- 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.
- CCSS.ELA-LITERACY.RL.9-10.9  
Analyze how an author draws on and transforms source material in a specific work.
- CCSS.ELA-LITERACY.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 proficiency, with scaffolding needed at the high end of the range.
- CCSS.ELA-LITERACY.SL.9-10.12.1  
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.

- genres of literature
  - authors use of structure and techniques used in, but not limited to, primary sources, historical documents, short story, novel.
- organizational structure of a paragraph.
- rules for MLA format.
- challenges and criticisms pertaining to the power of the Catholic Church.
- what the Renaissance was.
- the conditions in Italy that led to the rise of the Renaissance.
- the impact of the Renaissance and Age of Exploration on the world in the 15th and 16th century as well as on contemporary society.

- writing routinely over different time frames.
- drawing evidenced based conclusions.
- finding and citing appropriate evidence to support their claims.
- participating in a range of collaborative discussions.
- posing and responding to questions that relate to discussions and larger ideas/themes.

<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
<p><u>Geography</u>  D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.  D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><u>History</u>  D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.  D2.His.2.9-12. Analyze change and continuity in historical eras.  D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p><u>Sources</u>  D1.5. 9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the type of sources available, and the potential uses of the sources.  D3.1. 9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.  D3.2. 9-12. Evaluate the credibility of a source by examining how experts value the source.  D3.3. 9-12. Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Honors Cultural Foundations

### How do we create order in society that represents the values of its people?

Stage 1: Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will become critical thinkers as they understand historical events that led to modern civilization. Students will continue their study of literature with a more specific exploration of poetry and drama. In this unit, students will study the Enlightenment, Absolutism, Revolutions, and Nationalism through different pieces of literature as well as primary and secondary sources.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.3 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.</li> <li>● CCSS.ELA-LITERACY.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 proficiency, with scaffolding needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.2 Determine a 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● understand how individuals create order within society that represents the values of its people during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● authors create a variety of media (drama, novels, etc.) to express a range of views/experiences in connection to how order is created in society and its representation of the peoples' values.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does creating order in society that represents the values of its people impact the human experience?</li> <li>● How does an author's experience or motivation impact what they create?</li> <li>● How do we maintain order in society, even amidst change? What happens when order falls apart?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● author's purpose of using literature and structure, including:               <ul style="list-style-type: none"> <li>○ Novels</li> <li>○ Purpose &amp; tone</li> <li>○ Fiction</li> <li>○ Allegory as a method of commentary</li> <li>○ Author's Purpose</li> <li>○ Propaganda</li> </ul> </li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying how an author's point of view impacts their work.</li> <li>● analyzing textual evidence.</li> <li>● following complex characters and plots that have direct correlations to historical events.</li> <li>● connecting historical events with human experiences.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6 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.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.10. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<ul style="list-style-type: none"> <li>● genres of Literature <ul style="list-style-type: none"> <li>○ Authors use of structure and techniques used in, but not limited to, primary sources, historical documents, short story, novel</li> </ul> </li> <li>● changing political, religious, economic, and social philosophies and their origin.</li> <li>● the major beliefs of leaders during the period of Absolutism, Enlightenment. thinkers, and French revolutionaries.</li> <li>● the lasting impact of Enlightenment ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing primary source documents.</li> <li>● identifying historical impacts on modern day institutions.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
<p><u>Civics</u>  D2.Civ.6.9-12. Critique relationships among governments,civil societies, and economic markets.  D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies,promoting the common good, and protecting rights.</p> <p><u>History</u>  D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.  D2.His.2.9-12. Analyze change and continuity in historical eras.  D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Honors Cultural Foundations

### What is the cost of progress?

#### Stage 1: Desired Results

##### ESTABLISHED GOALS:

Students will become critical thinkers as they understand historical events that led to modern civilization. Students will continue their study of literature with a more specific exploration of novel and short stories. In this unit, students will study Industrialization and Imperialism through different pieces of literature as well as primary and secondary sources.

##### CONTENT STANDARDS:

- 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.9-10.2  
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.
- CCSS.ELA-LITERACY.W.9-10.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- CCSS.ELA-LITERACY.W.9-10.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

##### *Transfer*

*Students will be able to independently use their learning to...*

- draw conclusions about the cost of progress during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- authors create a variety of media (novels, short stories, etc.) to express a range of views/experiences in connection to Imperialism.
- author's create a variety of media (essays, short stories, novels, allegories, etc.) to express a range of views/experiences in connection to the Industrial Revolution.
- writing effectively, for a variety of audiences, helps one become a successful communicator and participant in society.
- primary and secondary texts are an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings.
- interpreting and critically analyzing primary and secondary sources will lead to an appreciation for the universal truths of the human experience and better understanding of themselves.

##### ESSENTIAL QUESTIONS

- How did the Industrial Revolution and Imperialism impact the human experience?
- How does an author's experience or motivation impact what they create?
- How have these pieces been used to create societal change?
- What are the costs of progress?

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.3 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.</li> <li>● 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.</li> <li>● CCSS. ELA-LITERACY. 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 proficiency, with scaffolding needed at the high end of the range.</li> </ul>	<b>Acquisition</b>	
<b>Used in Content Area Standards</b>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● novels</li> <li>● short Stories</li> <li>● purpose &amp; tone</li> <li>● fiction</li> <li>● author's purpose</li> <li>● propaganda</li> <li>● how religion, race, war, colonization, and industrialization impact humanity.</li> <li>● the causes of, characteristics of, and short and long-term effects of the periods of European Industrialization and Imperialism.</li> <li>● how improved technology and a thirst for world power pushed Europeans to globalize, how colonized people responded, and how the Europeans' influence can be seen today.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying how an author's point of view impacts their work.</li> <li>● analyzing textual evidence .</li> <li>● following complex characters and plots that have direct correlations to historical events.</li> <li>● connecting historical events with human experiences.</li> <li>● analyzing, identifying, and interpreting primary and secondary sources.</li> <li>● understanding current and past events by making connections with primary and secondary sources that epitomize the time periods of European Industrialization and Imperialism.</li> </ul>
<p><u>Civics</u> D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>Economics</u> D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p><u>Geography</u></p>	<b>21<sup>st</sup> Century Skills</b>	
	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> </ul>	

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

#### History

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Sources

D4.2. 9-12 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D3.1. 9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

# Windham School District Curriculum

## Honors Cultural Foundations

### How did globalization impact the human experience?

#### Stage 1: Desired Results

##### ESTABLISHED GOALS:

Students will continue their study of literature with a more specific exploration of poetry and memoir. In this unit, students will study World War I, the interwar years, World War II, and the Middle East through different pieces of literature.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- 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).
- 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.
- 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.

##### Transfer

*Students will be able to independently use their learning to...*

- understand how globalization impacted the human experience during historical time periods through analysis of an author/piece of literature that reflects that time period or theme.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- authors create a variety of media (poetry, memoirs, etc.) to express a range of views/experiences in connection to the world wars and the conflict in Israel and Palestine.
- how global issues beginning in the 19th century (imperialism, militarism, etc) contributed to the outbreak of World War I.
- the long-term political, economic, and social effects of World War I, the Great Depression, World War II and the conflict in Israel including how our world today is shaped by those events.

##### ESSENTIAL QUESTIONS

- How do the world wars and Middle East conflicts impact the human experience?
- How does an author's experience or motivation impact what they create?
- How is perspective influenced by power and violence?
- What is the nature of power?
- How did people acquire, take, use or abuse power?
- What happens when we struggle for power?

##### Acquisition

*Students will know...*

- author's purpose of using poetry, poetic devices, structure, and literary devices including:
  - Memoir
  - Nonfiction
  - Propaganda

*Students will be skilled at...*

- reading poetry and identifying the poetic devices used (including, but not limited to: simile, metaphor, personification, repetition, imagery, etc.).

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 Integrate multiple sources of information presented in diverse media or formats(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> </ul>	<ul style="list-style-type: none"> <li>○ Purpose &amp; tone</li> <li>○ Tone</li> <li>○ Diction</li> <li>○ Imagery</li> <li>○ Foreshadowing</li> <li>○ Simile/Metaphor</li> <li>● Genres of Literature <ul style="list-style-type: none"> <li>○ Authors use of structure and techniques used in, but not limited to, primary sources, historical documents, novels, poems.</li> </ul> </li> <li>● the main causes of WW1.</li> <li>● the advances in technology and weaponry during both WW1 and WW2 and impact on society.</li> <li>● the social, economic and political impact/effects of the Treaty of Versailles.</li> <li>● the major events of WW2 and their impact on world history.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing how poetic devices enhance the author’s purpose and meaning.</li> <li>● connecting historical events with human experiences.</li> <li>● writing routinely over different time frames.</li> <li>● finding and citing appropriate evidence to support their claims.</li> <li>● posing and responding to questions that relate to discussions and larger ideas/themes.</li> <li>● analyzing primary source documents, video, speeches.</li> <li>● evaluating different perspectives and recognizing bias, point of view.</li> <li>● understanding the causes of and the effects the two world wars had on the world.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
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<p><u>Civics</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>History</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><u>Sources</u> D3.1. 9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> </ul>
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# Windham School District Curriculum

## Honors Writing

### Narrative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write narratives that include sensory details, convey feelings, and describe an experience through a unique perspective and defined voice. Students will transfer knowledge of character perspective and diction into a newly generated situation with realistic dialogue and human understanding.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W. 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA- LITERACY. 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 proficiency, with scaffolding needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● use the writing process to write effective texts using a variety of narrative techniques.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● authors have a purpose in sharing their experience and express this in multiple ways (explicitly or implied) throughout the writing.</li> <li>● effective narration directs the reader’s perception about a specific event and pacing.</li> <li>● word choices and details about the setting create mood and convey tone.</li> <li>● having a unique voice for characters/people in dialogue provides a realistic experience and reveals pertinent information.</li> <li>● blending narrative, informational, and argumentation techniques effectively impacts the reader deeply.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the structural elements of a narrative and did I include them?</li> <li>● What literary devices can be used to pace a narrative?</li> <li>● What word choices can enhance the sensory experience for the reader?</li> <li>● How does an author impart the purpose in writing?</li> <li>● Is my dialogue authentic?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● narrative components.</li> <li>● plot sequences, conflict, setting.</li> <li>● pacing techniques.</li> <li>● sensory imagery.</li> <li>● role of narrator.</li> <li>● editing vs. revising.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and analyzing narrative and fused mentor texts as a part of the writing process.</li> <li>● establishing a designed sequence of events.</li> <li>● providing context for conflict.</li> <li>● providing details for setting.</li> <li>● using literary devices.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● purpose and focus of a narrative.</li> <li>● literary devices/ figures of speech.</li> <li>● dialogue formatting.</li> <li>● transitions, leads and endings.</li> <li>● narrative writing can be included within other types of writing such as informative and argument.</li> <li>● parallel structure and various types of phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● using transitions to show a passage of time.</li> <li>● revealing a purpose.</li> <li>● providing character reflection.</li> <li>● using realistic dialogue.</li> <li>● providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>● using parallel structure and various types of phrases.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Honors Writing

### Informative Writing

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write informative/explanatory texts on a topic using responsible research, facts, key terms, and clear organization. Students will synthesize the three writing styles to demonstrate a thorough understanding of how to best engage and impact the reading audience.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● 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 inquiry when appropriate; synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.</li> <li>● 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 answer the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write informational/explanatory texts logically and without bias.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● informative writing explains information accurately, increasing a reader’s knowledge or awareness about that topic.</li> <li>● all information should be validated before presenting it and cite all resources appropriately.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is my topic about? Does the information I collected specifically pertain to the topic?</li> <li>● Are my sources credible?</li> <li>● How do I present my information logically and meaningfully?</li> <li>● Am I presenting the information accurately and without persuasion?</li> <li>● How do I cite my sources appropriately?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● purpose in writing.</li> <li>● research skills, note-taking and outlining strategies.</li> <li>● evidence.</li> <li>● credibility.</li> <li>● MLA citations.</li> <li>● target audience.</li> <li>● formal writing.</li> <li>● informative writing can be included within other types of writing such as narrative and argument.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● presenting information logically.</li> <li>● creating a research plan.</li> <li>● assessing sources and information for credibility.</li> <li>● reading and choosing pertinent information.</li> <li>● adapting vocabulary to suit an audience.</li> <li>● using a formal writing style.</li> <li>● breaking down key concepts and vocabulary in a meaningful way.</li> <li>● citing sources in MLA formatting.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</li> <li>● developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● using appropriate and varied transitions</li> <li>● presentation skills and use of digital media.</li> <li>● establishing and maintaining a formal style and objective tone.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Creativity</li> <li>● Critical Thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Honors Writing

### Argumentative Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will investigate a topic, generate and evaluate evidence, recognize various views, and establish a position on that topic in a logical, concise manner.

##### CONTENT STANDARDS:

- 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.9-10.7  
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 inquiry when appropriate; synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.
- 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 answer the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following 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.

##### *Transfer*

*Students will be able to independently use their learning to...*

- construct logical argumentative writing using research, evidence, and analysis.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- authors create logical arguments to back a claim using research, evidence, and analysis.
- authors show a depth of understanding by anticipating oppositional viewpoints as well as how those viewpoints may or may not be valid.

##### ESSENTIAL QUESTIONS

- What are the structural components of an argument?
- Is my thesis clear and relevant?
- Did I choose the best pieces of evidence to back my claim?
- Does my argument follow a logical progression of ideas, show a depth of understanding, and refute/diminish oppositional viewpoints accurately?
- Did I use reliable sources?
- Did I fairly recognize opposing views?

##### *Acquisition*

*Students will know...*

- claims and counterclaims.
- analysis and evidence.
- target audience.
- tone.
- purpose in writing.
- research skills.
- credibility.
- MLA citations.
- formal writing.
- argument writing can be included within other types of writing such as narrative and informative.

*Students will be skilled at...*

- incorporating the structural elements of an argument.
- presentation skills and use of digital media.
- writing clear thesis statements.
- assessing source credibility.
- reading texts and identifying claims, evidence, and analysis.
- communicating with others to assess the validity of ideas and logic.
- Introducing precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul>		<ul style="list-style-type: none"> <li>● developing 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.</li> <li>● using 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.</li> <li>● establish and maintain a formal style.</li> <li>● providing a concluding statement or section that follows from and supports the argument presented.</li> <li>● using quotations and punctuation–colon.</li> <li>● using a semicolon to link related independent clauses.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## American Studies CP

### Antebellum Era and Romanticism

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

**CONTENT STANDARDS:**

- CCSS.ELA.LITERACY.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.
- CCSS.ELA.LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.
- CCSS.ELA.LITERACY.RI.9-10.2. Determine a 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.
- CCSS.ELA.LITERACY.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.
- CCSS.ELA.LITERACY.L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
- CCSS.ELA.LITERACY.L.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).

*Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- race and expansion significantly affected the development of these American ideals.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

**ESSENTIAL QUESTIONS**

- How does Antebellum literature reflect American ideals throughout the era of Manifest Destiny and a pre-Civil War America?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?

*Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● CCSS.ELA.LITERACY.L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used a variety of literature techniques to promote change during this time in American history.</li> <li>● how authors used literature to support abolition arguments in Antebellum America.</li> <li>● the characteristics of Romanticism, Dark Romanticism, and Transcendentalism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support writing a how, what, why thesis statement.</li> <li>● how to use quote weaves/authorial action to successfully integrate evidence.</li> <li>● identifying literary genre characteristics (Romanticism, Dark Romanticism, and Transcendentalism) in a variety of texts.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## American Studies CP

### Civil War/Reconstruction and Realism

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

**CONTENT STANDARD:**

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- 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).
- CCSS.ELA-LITERACY.RL.9-10.10.  
By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.9-10.2.  
Determine a 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.

*Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- race and expansion significantly affected the development of these American ideals.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

**ESSENTIAL QUESTIONS**

- How does Civil War and Reconstruction-era literature reflect American ideals throughout this time in American history?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?

*Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA-LITERACY.L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used literature to show the failures of Reconstruction.</li> <li>● how authors used a variety of literature techniques to promote change during this time in American history.</li> <li>● the characteristics of Realism and Regionalism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● how various forms of satire are used in literature to expose society’s flaws.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support.</li> <li>● writing a how, what, why thesis statement.</li> <li>● how to use quote weaves/authorial action to successfully integrate evidence.</li> <li>● identifying literary genre characteristics of Realism and Regionalism in a variety of texts.</li> <li>● articulating their understanding of sourced information and their own ideas</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u> D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12.Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

# Windham School District Curriculum

## American Studies CP

### Gilded Age and Naturalism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● progress and problems led up to the foundation of modern American ideals.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Naturalism reflect American ideals throughout the Gilded Age?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● Was the Progressive Era progressive for the people, laws, and institutions of the United States?</li> <li>● What various economic theories exist during the Gilded Age and how did they impact the United States socially and politically?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> </ul>	

<ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA-LITERACY.L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. – Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used a variety of literature techniques to promote change during the Gilded Age.</li> <li>● the characteristics of Naturalism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
<p><u>CIVICS</u>  D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.  D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u></p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

#### HISTORY

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.4.9-12. Refine claims and counterclaims a ending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

# Windham School District Curriculum

## American Studies CP

### Imperialism/WWI/Modernism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.2. Determine a 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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, drama, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● world conflicts impacted Americans’ views of the country, society, and themselves.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Modernism reflect American ideals from 1910-1920?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● What is the change and continuity of American Foreign Policy?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change during Imperialism/WWI.</li> <li>● the characteristics of Modernism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● the various ways America expanded globally during the early part of the 20th century and the political, social, and economic implications of that expansion.</li> <li>● how technological advancements led America to expand domestically and globally.</li> </ul>	<ul style="list-style-type: none"> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p><u>CIVICS</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. D3.4.9-12. Refine claims and counterclaims a ending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## American Studies CP

### 1920s/1930s/Modernism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.3. 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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, drama, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.2. Determine a 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.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● world events impacted Americans' view of the country, society, and themselves.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Modernism reflect American ideals from 1920-1930s?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● What were the impacts of the social and cultural changes of the 1920's?</li> <li>● What were the causes and outcomes of the financial crash of 1929?</li> </ul>
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change during the Jazz Age/Harlem Renaissance/Great Depression.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● the characteristics of Modernism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● how technology and economics of the 1920s and 1930s impacted culture, societal, and political changes.</li> <li>● the continuity and change that existed from Reconstruction, the Jim Crow Era, and the Harlem Renaissance.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><u>CIVICS</u>  D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.  D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u>  D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.  D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p><u>HISTORY</u>  D2.His.2.9-12. Analyze change and continuity in historical eras.  D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.  D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.  D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.  D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.  D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><u>SOURCES</u>  D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## American Studies CP

### WWII/Start of the Cold War and Contemporary Literature

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.2. Determine a 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.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● CCSS.ELA-LITERACY RI.9-10.6. 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.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● world events impacted Americans’ view of the country, society, and themselves.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances..</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Contemporary literature reflect American ideals from the 1940s to 1960s?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● What were the causes and outcomes of Global conflicts of the mid-20th century?</li> <li>● What societal impacts and cultural changes occurred as a result of military conflicts of the 1940s and 1950s?</li> </ul>
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change with contemporary literature.</li> <li>● the characteristics of contemporary literature.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>● the impacts of global conflict on a society through an economic, social, cultural, and political lens.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
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<p><u>CIVICS</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p><u>HISTORY</u> D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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<p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	
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# Windham School District Curriculum

## American Studies CP

### 1960s/1970s and Contemporary Literature

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

**CONTENT STANDARDS:**

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.9-10.6.  
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
- CCSS.ELA-LITERACY.RI.9-10.10.  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.RL.9-10.10.  
By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.
- 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.

*Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- world events impacted Americans’ views of the country, society, and themselves.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

**ESSENTIAL QUESTIONS**

- How does Contemporary literature reflect American ideals from the 1960s and 1970s?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?
- What means do citizens have to claim justice against more powerful forces?

*Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in US history.
- how authors used a variety of literature techniques to promote change during the
- the characteristics of Modernism.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.
- making an original claim based on research.

<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<ul style="list-style-type: none"> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● what led to US involvement in Vietnam and the domestic outcome.</li> <li>● different perspectives on acquiring Civil Rights.</li> <li>● the rise of counterculture and its domestic impact.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u> D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p><u>HISTORY</u> D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

SOURCES

D3.4.9-12. Refine claims and counterclaims a ending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

# Windham School District Curriculum

## American Studies CP

### 1980s-2001 and Postmodernism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</li> <li>● 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● world events impacted Americans' views of the country, society, and themselves.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Contemporary literature reflect American ideals from the 1980s to the 2000s?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● What is America's role in a modern global society?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change with contemporary literature.</li> <li>● the characteristics of contemporary literature.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● utilizing primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write an analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<ul style="list-style-type: none"> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● America’s role as a global foreign policy.</li> <li>● the impacts of new society on American culture, politics, and economics.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
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<p><u>CIVICS</u>  D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.  D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u>  D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p><u>HISTORY</u>  D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.  D2.His.2.9-12. Analyze change and continuity in historical eras.  D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.  D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.  D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.  D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.  D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.  D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.  D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.  D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### Foundations of American Democracy

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

**CONTENT STANDARDS:**

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.9-10.3  
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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.9-10.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

*Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- Foundational ideals of America have impacted the progress of America.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

**ESSENTIAL QUESTIONS**

- How did the founding documents shape American ideology?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?

*Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.
- how authors used a variety of literature techniques to promote change during the formation of the country.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.
- selecting and citing evidence for support.
- writing a how, what, why thesis statement.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6 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.</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.2 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>● the characteristics of Neoclassicism and how they coincide with the American Revolution.</li> <li>● what factors led to the American Revolution.</li> <li>● the difference between the American Revolution and the Revolutionary War.</li> <li>● the foundational documents that shaped American democracy.</li> </ul>	<ul style="list-style-type: none"> <li>● how to use quote weaves/authorial action to successfully integrate evidence.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u> D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### Antebellum Era and Romanticism

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

**CONTENT STANDARDS:**

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.9-10.10.  
By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.
- CCSS.ELA-LITERACY.RI.9-10.2.  
Determine a 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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.9-10.3.  
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. – Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

*Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- race and expansion significantly affected the development of these American ideals.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

**ESSENTIAL QUESTIONS**

- How does Antebellum literature reflect American ideals throughout the era of Manifest Destiny and a pre-Civil War America?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?

*Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.
- how authors used a variety of literature techniques to promote change during this time in American history.

*Students will be skilled at...*

- utilizing primary documents and literary texts to support an argument.
- selecting and citing evidence for support.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.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).</li> <li>● CCSS.ELA-LITERACY.L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>● CCSS.ELA-LITERACY.L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used literature to support abolition arguments in Antebellum America.</li> <li>● the characteristics of Romanticism, Dark Romanticism, and Transcendentalism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● how varying political ideologies led to conflict.</li> </ul>	<ul style="list-style-type: none"> <li>● writing a how, what, why thesis statement.</li> <li>● how to use quote weaves/authorial action to successfully integrate evidence.</li> <li>● identifying literary genre characteristics (Romanticism, Dark Romanticism, and Transcendentalism) in a variety of texts.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### Civil War/Reconstruction and Realism

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.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.</li> <li>● CCSS.ELA.LITERACY.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.</li> <li>● CCSS.ELA.LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● 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).</li> <li>● CCSS.ELA.LITERACY.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.</li> <li>● CCSS.ELA.LITERACY.RI.9-10.2. Determine a 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● race and expansion significantly affected the development of these American ideals.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Civil War and Reconstruction-era literature reflect American ideals throughout this time in American history?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● How did the Reconstruction impact the relationship among various factions in the United States?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.RI.9-10.6. 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.</li> <li>● CCSS.ELA.LITERACY.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.</li> <li>● CCSS.ELA.LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA.LITERACY.L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used literature to show the failures of Reconstruction.</li> <li>● how authors used a variety of literature techniques to promote change during this time in American history.</li> <li>● the characteristics of Realism and Regionalism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● how various forms of satire are used in literature to expose society’s flaws.</li> <li>● how the legacy of Reconstruction impacted the relationship amongst various groups in the country.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support.</li> <li>● writing a how, what, why thesis statement.</li> <li>● how to use quote weaves/authorial action to successfully integrate evidence.</li> <li>● identifying literary genre characteristics of Realism and Regionalism in a variety of texts.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u> D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### Gilded Age and Naturalism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● progress and problems led up to the foundation of modern American ideals.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Naturalism reflect American ideals throughout the Gilded Age?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● Was the Progressive Era progressive for the people, laws, and institutions of the United States?</li> <li>● What various economic theories exist during the Gilded Age and how did they impact the United States socially and politically?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change during the Gilded Age.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> </ul>

<ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● CCSS.ELA-LITERACY.L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. – Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>● the characteristics of Naturalism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> </ul>	<ul style="list-style-type: none"> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p><u>CIVICS</u> D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u></p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.  
D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HISTORY

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

# Windham School District Curriculum

## Honors American Studies

### Imperialism/WWI/Modernism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.2. Determine a 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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills.</li> <li>● develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	Meaning	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● world conflicts impacted Americans’ views of the country, society, and themselves.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Modernism reflect American ideals from 1910-1920?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● What is the change and continuity of American Foreign Policy?</li> </ul>
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change during Imperialism/WW1.</li> <li>● the characteristics of Modernism.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● the various ways America expanded globally during the early part of the 20th century and the political, social, and economic implications of that expansion.</li> <li>● how technological advancements led America to expand domestically and globally.</li> </ul>	<ul style="list-style-type: none"> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
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<p><u>CIViCS</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGraphy</u> D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p><u>HISTORY</u> D3.4.9-12. Refine claims and counterclaims a ending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### 1920s/1930s/Modernism

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.3. 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.</li> <li>● CCSS.ELA-LITERACY.RL.9-10.10. By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.9-10.2. Determine a 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.</li> <li>● identify and use rhetorical analysis skills, develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● American literature is an important lens in which to view American ideals during a particular time in history.</li> <li>● world events impacted Americans' views of the country, society, and themselves.</li> <li>● rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.</li> <li>● citizens can work to change economic and political circumstances.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does Modernism reflect American ideals from 1920-1930s?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> <li>● How do authors create meaning in their texts?</li> <li>● What were the impacts of the social and cultural changes of the 1920s?</li> <li>● What were the causes and outcomes of the financial crash of 1929?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how American literature impacts and reflects events and ideas in American history.</li> <li>● how authors used a variety of literature techniques to promote change during the Jazz Age/Harlem Renaissance/Great Depression.</li> <li>● the characteristics of Modernism.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● how to utilize primary documents and literary texts to support an argument.</li> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.9-10.6. 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● how technology and economics of the 1920s and 1930s impacted culture, societal, and political changes.</li> <li>● the continuity and change that existed from Reconstruction, the Jim Crow Era, and the Harlem Renaissance.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u>  D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.  D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>HISTORY</u>  D2.His.2.9-12. Analyze change and continuity in historical eras.  D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p><u>SOURCES</u>  D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### WWII/The Start of Cold War and Contemporary Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.9-10.  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- CCSS.ELA-LITERACY.RL.9-10.10.  
By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.
- CCSS.ELA-LITERACY.RI.9-10.2.  
Determine a 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.
- CCSS.ELA-LITERACY.RI.9-10.6.  
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.
- CCSS.ELA-LITERACY.RI.9-10.9.  
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

##### Transfer

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- world events impacted Americans' views of the country, society, and themselves.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

##### ESSENTIAL QUESTIONS

- How does contemporary literature reflect American ideals from the 1940s to 1960s?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?
- What were the causes and outcomes of global conflicts of the mid 20th century?
- What societal impacts and cultural changes occurred as a result of military conflicts of the 1940s and 1950s?

##### Acquisition

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.

<ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used a variety of literature techniques to promote change with contemporary literature.</li> <li>● the characteristics of contemporary literature.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● the impacts of global conflict on a society through an economic, social, cultural, and political lens.</li> </ul>	<ul style="list-style-type: none"> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
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<p><u>CIVICS</u> D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>GEOGRAPHY</u> D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p><u>HISTORY</u> D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### 1960s/1970s/Contemporary Literature

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

**CONTENT STANDARDS:**

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.9-10.10.  
By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the 9-10 text band complexity independently and proficiently.
- CCSS.ELA-LITERACY.RI.9-10.6.  
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.
- 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.
- 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.

*Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- world events impacted Americans’ views of the country, society, and themselves.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

**ESSENTIAL QUESTIONS**

- How does Contemporary literature reflect American ideals from the 1960s and 1970s?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?
- What means do citizens have to claim justice against more powerful forces?

*Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.

<ul style="list-style-type: none"> <li>● 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.</li> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<ul style="list-style-type: none"> <li>● how authors used a variety of literature techniques to promote change.</li> <li>● the characteristics of Modernism.</li> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● what led to US involvement in Vietnam and the domestic outcome.</li> <li>● different perspectives on acquiring Civil Rights.</li> <li>● the rise of counterculture and its domestic impact.</li> </ul>	<ul style="list-style-type: none"> <li>● making an original claim based on research.</li> <li>● selecting and citing evidence for support.</li> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><u>CIVICS</u>  D2. Civ. 5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.  D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.  D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>HISTORY</u>  D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.  D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.  D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><u>SOURCES</u>  D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>
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# Windham School District Curriculum

## Honors American Studies

### 1980s-2001 and Postmodernism

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will develop close reading, writing, and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.9-10.2.  
Determine a 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.
- CCSS.ELA-LITERACY.RI.9-10.10.  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
- 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.

##### *Transfer*

*Students will be able to independently use their learning to...*

- respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- identify and use rhetorical analysis skills.
- develop academic writing and speaking skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- American literature is an important lens in which to view American ideals during a particular time in history.
- world events impacted Americans' views of the country, society, and themselves.
- rhetoric is a powerful persuasive tool that can be used to enhance both oral and written expression.
- citizens can work to change economic and political circumstances.

##### ESSENTIAL QUESTIONS

- How does contemporary literature reflect American ideals from the 1980s to the 2000s?
- How do you analyze a text to develop a defensible claim about that text?
- How do authors create meaning in their texts?
- What is America's role in a modern global society?

##### *Acquisition*

*Students will know...*

- how American literature impacts and reflects events and ideas in American history.
- how authors used a variety of literature techniques to promote change with contemporary literature.
- the characteristics of contemporary literature.

*Students will be skilled at...*

- how to utilize primary documents and literary texts to support an argument.
- making an original claim based on research.
- selecting and citing evidence for support.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<ul style="list-style-type: none"> <li>● how literary characteristics reflect events and ideas in American history.</li> <li>● America’s role as a global foreign policy.</li> <li>● impacts of new society on American culture, politics, and economics.</li> </ul>	<ul style="list-style-type: none"> <li>● using evidence to write analysis.</li> <li>● identifying literary genre characteristics in a variety of texts.</li> <li>● analyzing how genre characteristics are used to develop an author’s central themes.</li> <li>● articulating their understanding of sourced information and their own ideas.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p><u>CIVICS</u> D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><u>HISTORY</u> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## World Literature and Composition CP

### Race

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will read a novel, memoir or full-length text on the topic of racial oppression in the world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>● explain and analyze examples of racial oppression throughout history and participate effectively in collaborative discussions, evaluate a variety of sources, and convey complex ideas through discussion and in writing.</li> </ul>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● systems of oppression have identifiable patterns that can be discovered through discussion and research.</li> <li>● analytical skills can be used to predict the emergence of systems of oppression.</li> <li>● technology can play a role both in the perpetuation and destruction of systems of oppression.</li> <li>● firsthand and narrative accounts of systems of oppression are an effective tool in understanding the human experience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a government turn its people against each other? What has to happen first?</li> <li>● What systematic changes must be put in place to successfully do so?</li> <li>● What are the short and long-term effects when a government successfully segregates its population?</li> <li>● How are systems of oppression and segregation overturned? How does a nation heal?</li> <li>● How are systems of oppression broken?</li> <li>● What responsibility do foreign governments have when they are aware of oppressive governments elsewhere?</li> </ul>
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● how a society is shaped and changed by systems of oppression.</li> <li>● how systems of oppression function.</li> <li>● how to construct an informative piece of writing that draws from multiple sources.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● collaborating in a group to create a multimedia presentation.</li> <li>● integrating information from a variety of sources into an oral presentation.</li> <li>● writing informative texts that fully explores a given topic and uses information from varied sources.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> </ul>	<ul style="list-style-type: none"> <li>● how to use slides to enhance a speech instead of reading directly from them.</li> <li>● how to construct a presentation using slide/technology that is collaborative and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>● maintain formal style and adhere to grammatical rules and expectations.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## World Literature and Composition CP

### Privacy, Technology and Globalization

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read literature that explores the theme of government control and/or a lack of privacy. Through the analysis of the text, students will make connections to modern life.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.11-12.1.  
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.11-12.4.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5.  
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.ELA-LITERACY.W.11-12.6.  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.

##### Transfer

*Students will be able to independently use their learning to...*

- explain and analyze examples of misinformation and propaganda and how these can influence behavior and beliefs by comparing literary texts and examples from modern life.

##### ENDURING UNDERSTANDINGS

Students will understand that...

- there is a fine line when allowing technology or the government to infringe on personal freedom.
- totalitarian regimes share similar qualities, regardless of time and place.
- critical thinking and discussion is essential in understanding our modern world.
- authors and artists create works in response to historical events.

##### ESSENTIAL QUESTIONS

- When and how is surveillance used? Does it actually keep us safer?
- What is the danger in psychological conformity?
- Should a population question its government leaders? Should they question their media/information shared?
- How should dystopian texts serve as a warning to the 21st century global community?
- Which of the conflicts reflected in the literature are still present in our world?

##### Acquisition

Students will know...

- how fictional literary texts mirror concerns of the modern world.
- how to develop and defend personal opinions on questions of free will during classroom discussions.
- how to determine a central theme.

Students will be skilled at...

- identifying techniques a government uses to attain and maintain power.
- presenting questions that an informed public must ask of their government.
- writing an original thesis.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>● make a claim and support it with relevant and sufficient evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● incorporating cited evidence from in-class texts and outside resources.</li> <li>● pinpointing examples from modern life that connect to conflict in class texts.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## World Literature and Composition CP

### Personal Identity

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will read several texts on the theme of cultural identity. Students will reflect and write about the connections between personal identity and cultural identity.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> </ul>	<b>Transfer</b>	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> <li>● speak and write about the components of cultural identity and the ways in which these components impact characters in a text and their own lives.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● cultural identity is a necessary component of personal identity.</li> <li>● one's cultural identity impacts choices, relationships and emotions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Considering the experiences of characters and personal experiences, what are the most important parts of one's cultural identity (language, lineage, customs, religion, physical appearance, economic ideals, family structure)?</li> <li>● In what ways does cultural identity impact the lives of characters and ourselves?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● the components of a work cited page.</li> <li>● how to identify narrative techniques.</li> <li>● how to name and provide examples of components of cultural identity.</li> <li>● how to cite examples of character experiences that highlight components of cultural identity.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● selecting quotes that best support a claim.</li> <li>● integrating quotations and citing them properly in MLA format.</li> <li>● using the basic structure of paragraph writing: topic sentence, context, quote, analysis, and transition.</li> <li>● annotating targeted pieces of text to improve understanding.</li> <li>● turning a writing prompt into a thesis statement.</li> <li>● formatting short and block quotes in MLA format.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>● CCSS.ELA-LITERACY.W.11-12.10. 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.</li> </ul>		
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## World Literature and Composition CP

### Genocide Studies

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will research and explore the topic of genocide as both a historical and modern practice. Students will understand how history repeats and what predictive factors we can look for to break the cycle.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RI.11-12.10.  
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.W.11-12.2.  
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.
- CCSS.ELA-LITERACY.W.11-12.4.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5.  
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.ELA-LITERACY.W.11-12.6.  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

##### Transfer

*Students will be able to independently use their learning to...*

- explore subjects through multiple mediums to understand where a genocide starts, how it builds, what happens in its aftermath, and how a nation begins to heal.

##### Meaning

##### ENDURING UNDERSTANDINGS

Students will understand that...

- genocide is a seemingly global, human phenomenon that parallels past atrocities in a way that makes it predictable, understandable, and possibly avoidable.
- genocides are not a rare, historical event; they are unfortunately common and current.
- human experiences during a genocide are similar.

##### ESSENTIAL QUESTIONS

- What is a genocide?
  - What are its root causes?
  - How does it build?
  - Why isn't it stopped?
  - What are its consequences?
- How can we predict and control future genocides?

##### Acquisition

Students will know...

- Gregory Stanton and the UN's Stages of Genocide.
- genocides are both a past and modern problem in the global human experience.
- how to break down a larger essay into sections with headings and subtitles.
- what responsible research looks like.
- how to use a research database.
- how to use the citations tool.

Students will be skilled at...

- identifying the stages of genocide in various texts and examples.
- beginning and working through the research process responsibly.
- tracking and evaluating sources.
- citing sources in a formal research paper.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.7. 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.</li> <li>● CCSS.ELA-LITERACY.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, purpose, 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>		<ul style="list-style-type: none"> <li>● writing a research paper in small chunks to make it more manageable.</li> <li>● using graphic organizers to make work more manageable.</li> <li>● using feedback to edit throughout the writing process.</li> <li>● discussing genocide in its past and present forms.</li> <li>● thinking theoretically about genocide: how it is predicatable and whether or not it is avoidable.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## World Literature and Composition CP

### Gender

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will explore ways in which gender shapes and affects the life experiences of people around the world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● analyze how historical events, cultural expectations, and day-to-day life are experienced differently by people of different genders around the world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● major moments in world history are experienced differently and affect people differently.</li> <li>● historically and globally, there are systems of oppression that affect one gender more than another.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How is gender perceived and how does it affect individuals in different parts of the world?</li> <li>● In what ways are gender roles used in our society and what is their purpose?</li> <li>● What are the benefits and boundaries of a culture?</li> <li>● How is our understanding of society and culture constructed?</li> <li>● How are stereotypes constructed and deconstructed?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● how to cite from various texts in their own writing.</li> <li>● how to analyze character experiences through varied lenses.</li> <li>● how to respectfully participate in small and large group discussions.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● identifying and selecting evidence that will support their claim.</li> <li>● selecting a medium that best conveys information and supports student interest.</li> <li>● adhering to grammatical rules and expectations.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>		<ul style="list-style-type: none"> <li>● creating an MLA style Works Cited page.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## World Literature and Composition CP

### College Essay

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will have a polished, edited, personal narrative that fits within the guidelines of the Common Application college essay.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● reflect personally and write personal narratives that highlight their strengths, personality, and unique experiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● even the most seemingly insignificant moments can be highlighted as a pivotal moment in one's life.</li> <li>● writing about one's personal experience is an important part of personal reflection.</li> <li>● the college admissions officers are a specific and targeted audience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is a college admissions officer looking for in a college essay?</li> <li>● How do we narrow down our life experiences to find the ones that most impact our beliefs and behavior?</li> <li>● What is the value in personal reflection through writing?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● the parameters of the Common Application essay.</li> <li>● the types of college essays and which one best suits their personal experience.</li> <li>● the editing process.</li> <li>● how to apply teacher feedback.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● constructing a personal narrative with a clear purpose and message.</li> <li>● choosing a personal moment from their life that highlights their strengths.</li> <li>● adding engaging details and personalizing their story.</li> <li>● giving and receiving feedback on their personal writing.</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## World Literature and Composition CP

### Collective Identity

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will have an understanding of the ancient and modern history of the Middle East and write about and explain how that past impacts the collective identity of a group of people.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● collaborate with peers to read, analyze and discuss, and write about texts sharing the theme of identity in our world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● collective cultural identity is a necessary component of personal identity.</li> <li>● one's collective cultural identity impacts the choices characters make, the relationships they build, and the emotions they feel.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a nation's past impact its people, both in the short and long-term?</li> <li>● How does an author use plot structure and character development to help readers better understand collective identity?</li> <li>● How can modern issues in a country be traced to very old, historical issues? In other words, how are historical events inextricably connected?</li> <li>● How do the events in one's life shape their identity?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the components of a narrative.</li> <li>● how to identify narrative techniques.</li> <li>● how to name and provide components of cultural identity.</li> <li>● examples of character experiences that highlight components of cultural identity.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● tracing character action and plot development to better understand collective identity.</li> <li>● working in small groups to collaborate and delegate work to complete a specific task.</li> <li>● using narrative components to annotate targeted pieces of text to improve understanding.</li> <li>● connecting historical and modern events.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>	

# Windham School District Curriculum

## Honors World Literature and Composition

### Beyond Literary Analysis

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will be able to define analysis as a detailed examination of anything complex in order to understand its nature or to determine its essential features. Students will be able to engage in analysis at a basic level for texts found in popular culture and contemporary periodicals.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● apply the skills of analysis to texts found in everyday life and popular culture.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● skills of analysis are broadly applicable and called upon in many fields of endeavor including STEM, the arts and business.</li> <li>● analytical writing is strengthened by the use of multiple sources of quality information.</li> <li>● analytical thinking can be applied to both oral and written expression.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How and why do learners in many fields engage in analysis?</li> <li>● How does analysis advance their own understanding and the understanding of others?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● each field which engages in analysis (i.e. film or music criticism) has vocabulary which is specific to that field.</li> <li>● students can increase the precision of their writing and understanding by learning field-specific vocabulary.</li> <li>● using mentor texts by excellent contemporary authors can lead to improved ability to engage in analysis.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● evaluating claims.</li> <li>● making claims of their own supported by appropriate and compelling evidence.</li> <li>● developing comparison, drawing distinctions.</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Honors World Literature and Composition

### Collective Identity

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will have an understanding of the ancient and modern history of the Middle East and write about and explain how that past impacts the collective identity of a group of people.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..</li> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● collaborate with peers to read, analyze and discuss, and write about texts sharing the theme of identity in our world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● collective cultural identity is a necessary component of personal identity.</li> <li>● one's collective cultural identity impacts the choices characters make, the relationships they build, and the emotions they feel.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a nation's past impact its people, both in the short and long-term?</li> <li>● How does an author use plot structure and character development to help readers better understand collective identity?</li> <li>● How can modern issues in a country be traced to very old, historical issues? In other words, how are historical events inextricably connected?</li> <li>● How do the events in one's life shape their identity?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the components of a narrative.</li> <li>● how to identify narrative techniques.</li> <li>● how to name and provide components of cultural identity.</li> <li>● examples of character experiences that highlight components of cultural identity.</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● tracing character action and plot development to better understand collective identity.</li> <li>● working in small groups to collaborate and delegate work to complete a specific task.</li> <li>● using narrative components to annotate targeted pieces of text to improve understanding.</li> <li>● connecting historical and modern events.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>	

# Windham School District Curriculum

## Honors World Literature and Composition

### College Essay

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will have a polished, edited, personal narrative that fits within the guidelines of the Common Application college essay.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● reflect personally and write personal narratives that highlight their strengths, personality, and unique experiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● even the most seemingly insignificant moments can be highlighted as a pivotal moment in one's life.</li> <li>● writing about one's personal experience is an important part of personal reflection.</li> <li>● the college admissions officers are a specific and targeted audience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is a college admissions officer looking for in a college essay?</li> <li>● How do we narrow down our life experiences to find the ones that most impact our beliefs and behavior?</li> <li>● What is the value in personal reflection through writing?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● the parameters of the Common Application essay.</li> <li>● the types of college essays and which one best suits their personal experience.</li> <li>● the editing process.</li> <li>● how to apply teacher feedback.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● constructing a personal narrative with a clear purpose and message.</li> <li>● choosing a personal moment from their life that highlights their strengths.</li> <li>● adding engaging details and personalizing their story.</li> <li>● giving and receiving feedback on their personal writing.</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Honors World Literature and Composition

### Gender

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will explore ways in which gender shapes and affects the life experiences of people around the world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● analyze how historical events, cultural expectations, and day-to-day life are experienced differently by people of different genders around the world.</li> </ul>	
	Meaning	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● major moments in world history are experienced differently and affect people differently.</li> <li>● historically and globally, there are systems of oppression that affect one gender more than another.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How is gender perceived and how does it affect individuals in different parts of the world?</li> <li>● In what ways are gender roles used in our society and what is their purpose?</li> <li>● What are the benefits and boundaries of a culture?</li> <li>● How is our understanding of society and culture constructed?</li> <li>● How are stereotypes constructed and deconstructed?</li> </ul>
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● how to cite from various texts in their own writing.</li> <li>● how to analyze character experiences through varied lenses.</li> <li>● how to respectfully participate in small and large group discussions.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● identifying and selecting evidence that will support their claim.</li> <li>● selecting a medium that best conveys information and supports student interest.</li> <li>● adhering to grammatical rules and expectations.</li> <li>● creating an MLA style Works Cited page.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>		
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Honors World Literature and Composition

### Genocide Studies

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will research and explore the topic of genocide as both a historical and modern practice. Students will understand how history repeats and what predictive factors we can look for to break the cycle.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>● CCSS.ELA-LITERACY.W.11-12.7. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● explore subjects through multiple mediums to understand where a genocide starts, how it builds, what happens in its aftermath, and how a nation begins to heal.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● genocide is a seemingly global, human phenomenon that parallels past atrocities in a way that makes it predictable, understandable, and possibly avoidable.</li> <li>● genocides are not a rare, historical event; they are unfortunately common and current.</li> <li>● human experiences during a genocide are similar.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is a genocide?               <ul style="list-style-type: none"> <li>○ What are its root causes?</li> <li>○ How does it build?</li> <li>○ Why isn't it stopped?</li> <li>○ What are its consequences?</li> </ul> </li> <li>● How can we predict and control future genocides?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● Gregory Stanton and the UN's Stages of Genocide.</li> <li>● genocides are both a past and modern problem in the global human experience.</li> <li>● how to break down a larger essay into sections with headings and subtitles.</li> <li>● what responsible research looks like.</li> <li>● how to use a research database.</li> <li>● how to use the citations tool.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● identifying the stages of genocide in various texts and examples.</li> <li>● beginning and working through the research process responsibly.</li> <li>● tracking and evaluating sources.</li> <li>● citing sources in a formal research paper.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, purpose, 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>		<ul style="list-style-type: none"> <li>● writing a research paper in small chunks to make it more manageable.</li> <li>● using graphic organizers to make work more manageable.</li> <li>● using feedback to edit throughout the writing process.</li> <li>● discussing genocide in its past and present forms.</li> <li>● thinking theoretically about genocide: how it is predicatable and whether or not it is avoidable.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## Honors World Literature and Composition

### Personal Identity

Stage 1 Desired Results			
<p><b>ESTABLISHED GOALS:</b> Students will read several texts on the theme of cultural identity. Students will reflect and write about the connections between personal identity and cultural identity.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> </ul>	Transfer		
	Students will be able to independently use their learning to...		
	<ul style="list-style-type: none"> <li>● speak and write about the components of cultural identity and the ways in which these components impact characters in a text and their own lives.</li> </ul>		
	Meaning		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● cultural identity is a necessary component of personal identity.</li> <li>● one's cultural identity impacts choices, relationships and emotions.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Considering the experiences of characters and personal experiences, what are the most important parts of one's cultural identity (language, lineage, customs, religion, physical appearance, economic ideals, family structure)?</li> <li>● In what ways does cultural identity impact the lives of characters and ourselves?</li> </ul> </td> </tr> </table>		<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● cultural identity is a necessary component of personal identity.</li> <li>● one's cultural identity impacts choices, relationships and emotions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Considering the experiences of characters and personal experiences, what are the most important parts of one's cultural identity (language, lineage, customs, religion, physical appearance, economic ideals, family structure)?</li> <li>● In what ways does cultural identity impact the lives of characters and ourselves?</li> </ul>
<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● cultural identity is a necessary component of personal identity.</li> <li>● one's cultural identity impacts choices, relationships and emotions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Considering the experiences of characters and personal experiences, what are the most important parts of one's cultural identity (language, lineage, customs, religion, physical appearance, economic ideals, family structure)?</li> <li>● In what ways does cultural identity impact the lives of characters and ourselves?</li> </ul>		
Acquisition			
Students will know...			
<ul style="list-style-type: none"> <li>● the components of a work cited page.</li> <li>● how to identify narrative techniques.</li> <li>● how to name and provide examples of components of cultural identity.</li> <li>● how to cite examples of character experiences that highlight components of cultural identity.</li> </ul>			
Students will be skilled at...			
<ul style="list-style-type: none"> <li>● selecting quotes that best support a claim.</li> <li>● integrating quotations and citing them properly in MLA format.</li> <li>● using the basic structure of paragraph writing: topic sentence, context, quote, analysis, and transition.</li> <li>● annotating targeted pieces of text to improve understanding.</li> <li>● turning a writing prompt into a thesis statement.</li> <li>● formatting short and block quotes in MLA format.</li> </ul>			

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>● CCSS.ELA-LITERACY.W.11-12.10. 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.</li> </ul>		
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Honors World Literature and Composition

### Privacy, Technology and Globalization

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will read literature that explores the theme of government control and/or a lack of privacy. Through the analysis of the text, students will make connections to modern life.

**CONTENT STANDARDS:**

- CCSS.ELA-LITERACY.W.11-12.1.  
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.11-12.4.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5.  
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.ELA-LITERACY.W.11-12.6.  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2.  
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Transfer**

*Students will be able to independently use their learning to...*

- explain and analyze examples of misinformation and propaganda and how these can influence behavior and beliefs by comparing literary texts and examples from modern life.

**Meaning**

**ENDURING UNDERSTANDINGS**

Students will understand that...

- there is a fine line when allowing technology or the government to infringe on personal freedom.
- totalitarian regimes share similar qualities, regardless of time and place.
- critical thinking and discussion is essential in understanding our modern world.
- authors and artists create works in response to historical events.

**ESSENTIAL QUESTIONS**

- When and how is surveillance used? Does it actually keep us safer?
- What is the danger in psychological conformity?
- Should a population question its government leaders? Should they question their media/information shared?
- How should dystopian texts serve as a warning to the 21st century global community?
- Which of the conflicts reflected in the literature are still present in our world?

**Acquisition**

Students will know...

- how fictional literary texts mirror concerns of the modern world.
- how to develop and defend personal opinions on questions of free will during classroom discussions.
- how to determine a central theme.

Students will be skilled at...

- identifying techniques a government uses to attain and maintain power.
- presenting questions that an informed public must ask of their government.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>● make a claim and support it with relevant and sufficient evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● writing an original thesis.</li> <li>● incorporating cited evidence from in-class texts and outside resources.</li> <li>● pinpointing examples from modern life that connect to conflict in class texts.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## Honors World Literature and Composition

### Race

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will read a novel, memoir or full-length text on the topic of racial oppression in the world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</li> </ul>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>● explain and analyze examples of racial oppression throughout history and participate effectively in collaborative discussions, evaluate a variety of sources, and convey complex ideas through discussion and in writing.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● systems of oppression have identifiable patterns that can be discovered through discussion and research.</li> <li>● analytical skills can be used to predict the emergence of systems of oppression.</li> <li>● technology can play a role both in the perpetuation and destruction of systems of oppression.</li> <li>● firsthand and narrative accounts of systems of oppression are an effective tool in understanding the human experience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a government turn its people against each other? What has to happen first?</li> <li>● What systematic changes must be put in place to successfully do so?</li> <li>● What are the short and long-term effects when a government successfully segregates its population?</li> <li>● How are systems of oppression and segregation overturned? How does a nation heal?</li> <li>● How are systems of oppression broken?</li> <li>● What responsibility do foreign governments have when they are aware of oppressive governments elsewhere?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● how a society is shaped and changed by systems of oppression.</li> <li>● how systems of oppression function.</li> <li>● how to construct an informative piece of writing that draws from multiple sources.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● collaborating in a group to create a multimedia presentation.</li> <li>● integrating information from a variety of sources into an oral presentation.</li> </ul>	

<p>clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● how to use slides to enhance a speech instead of reading directly from them.</li> <li>● how to construct a presentation using slide/technology that is collaborative and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>● writing informative texts that fully explores a given topic and uses information from varied sources.</li> <li>● maintain formal style and adhere to grammatical rules and expectations.</li> </ul>
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## AP Language and Composition

### Understanding the Rhetorical Situation

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will engage in close reading and critical analysis of selected non-fiction texts to deepen their understanding of the ways writers make rhetorical choices according to the rhetorical situation.</p> <p><b>CONTENT STANDARDS:</b> Common Core does not provide standards at this level. Standards listed here are from the College Board's Course and Exam Description for AP English Language and Composition.</p> <ul style="list-style-type: none"> <li>● RHS-1.D An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds.</li> <li>● RHS-1.E Writers create texts within a particular context that includes the time, place, and occasion.</li> <li>● CLE-1.A Writers convey their positions through one or more claims that require a defense.</li> <li>● CLE-1.B Writers defend their claims with evidence and/or reasoning.</li> <li>● CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.</li> <li>● CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● develop an analysis about interpretations of part or all of a text.</li> <li>● evaluate how an author's choices impact the audience.</li> <li>● identify, analyze and use rhetorical devices.</li> <li>● explain the effect of common tropes and schemes in writing.</li> <li>● recognize the author's purpose, audience, and exigence.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● individuals write within a particular situation and make strategic writing choices based on that situation.</li> <li>● writers' choices reflect the components of the rhetorical situation.</li> <li>● writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does an author's rhetorical choices impact the text?</li> <li>● What are the skills necessary to communicate effectively in various modes of rhetoric?</li> <li>● How does the relationship among the writer, the subject, and the audience affect a text's meaning?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the components of the rhetorical situation include the exigence, audience, writer, purpose, context, and message.</li> <li>● that individuals write within a particular situation and make strategic writing choices based on that situation.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying and describing components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li> <li>● analyzing the meaning of the words and phrases as they are used in a nonfiction text, including figurative and connotative meanings and the impact of specific word choices on meaning and tone.</li> </ul>	

<ul style="list-style-type: none"> <li>● CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● that authors reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking.</li> <li>● common tropes and schemes have an impact on the meaning and tone.</li> <li>● an argument demonstrates understanding of an audience’s beliefs, values, or needs.</li> <li>● in rhetorical analysis, a text is read closely to identify details that, in combination, enable them to make and defend a claim about the rhetorical strategies used to convey the message and purpose.</li> <li>● writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</li> </ul>	<ul style="list-style-type: none"> <li>● reading nonfiction and identifying and explaining an author’s use of rhetorical strategies and techniques.</li> <li>● identifying and describing what specific textual details reveal about a writer’s message and purpose.</li> <li>● identifying and explaining claims and evidence within an argument.</li> <li>● explaining the function of specific words and phrases in a text.</li> <li>● identifying and explaining the function of tropes and schemes in a text.</li> <li>● developing a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> <li>● demonstrating an understanding of an audience’s beliefs, values, or needs.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## AP Language and Composition

### College Essay

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will have a polished, edited, personal narrative that fits within the guidelines of the Common Application college essay.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● reflect personally and write personal narratives that highlight their strengths, personality, and unique experiences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● even the most seemingly insignificant moments can be highlighted as a pivotal moment in one's life.</li> <li>● writing about one's personal experience is an important part of personal reflection.</li> <li>● the college admissions officers are a specific and targeted audience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is a college admissions officer looking for in a college essay?</li> <li>● How do we narrow down our life experiences to find the ones that most impact our beliefs and behavior?</li> <li>● What is the value in personal reflection through writing?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● the parameters of the Common Application essay.</li> <li>● the types of college essays and which one best suits their personal experience.</li> <li>● the editing process.</li> <li>● how to apply teacher feedback.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● constructing a personal narrative with a clear purpose and message.</li> <li>● choosing a personal moment from their life that highlights their strengths.</li> <li>● adding engaging details and personalizing their story.</li> <li>● giving and receiving feedback on their personal writing.</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## AP Language and Composition

### Synthesis

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will engage in close reading to recognize and account for biases and limitations within arguments. Students will deepen their skills to account for nuance, complexity, and contradictions. They will be able to determine whether a new piece of evidence supports, refutes, or qualifies their claims, and use modifiers to revise claims accordingly as they craft arguments for a range of purposes and in a variety of formats.

##### CONTENT STANDARDS:

Common Core does not provide standards at this level. Standards listed here are from the College Board's Course and Exam Description for AP English Language and Composition.

- CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.
- CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.
- CLE-1.Z Evidence and sources will either support, complement, or contradict a writer's thesis.
- CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others.
- CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.

##### *Transfer*

*Students will be able to independently use their learning to...*

- integrate and evaluate multiple sources of information from different media or formats, qualify an argument, and acknowledge alternative perspectives.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- individuals write within a particular situation and make strategic writing choices based on that situation.
- writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

##### ESSENTIAL QUESTIONS

- What claim are you attempting to defend, and how does that claim convey your position on the subject?
- Where in your argument might you establish a claim?
- How might you use particular sentences and words to establish a claim?
- What are the particular circumstances of the context in which you write, and how do these circumstances inform your writing choices?

##### *Acquisition*

*Students will know...*

- claims are qualified through modifiers, counter arguments, and alternative perspectives.
- the rhetorical situation informs the strategic stylistic choices that writers make.

*Students will be skilled at...*

- qualifying a claim using modifiers, counter-arguments, or alternative perspectives.
- writing a thesis statement that requires proof or defense and that may preview the structure of the argument.

<ul style="list-style-type: none"> <li>● CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning.</li> <li>● CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.</li> <li>● CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.</li> <li>● STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.</li> <li>● STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.</li> <li>● STL-1.F A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.</li> </ul>	<ul style="list-style-type: none"> <li>● a writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.</li> <li>● a lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.</li> <li>● that because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.</li> </ul>	<ul style="list-style-type: none"> <li>● writing introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</li> <li>● writing sentences that clearly convey ideas and arguments.</li> <li>● identifying and explaining claims and evidence within an argument.</li> <li>● explaining ways claims are qualified through modifiers, counter arguments, and alternative perspectives.</li> <li>● qualifying a claim using modifiers, counter arguments, or alternative perspectives.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## AP Language and Composition

### Strategic Style

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Understanding the elements of style is fundamental in creating an effective and convincing argument. In this unit, students will learn about the strategic choices that authors make to develop their complex perspectives and contribute to their larger purpose. Students will refine their understanding of argumentation and how rhetorical strategies, specifically choices in diction, syntax, organization, comparisons, tone, and conventions, fit within the context of an argument.

**CONTENT STANDARDS:** Common Core does not provide standards at this level. Standards listed here are from the College Board's Course and Exam Description for AP English Language and Composition.

- STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer's perspective.
- STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.
- STL-1.F A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject
- REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.

##### *Transfer*

*Students will be able to independently use their learning to...*

- strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- select words and use elements of composition to advance an argument.
- explain how writers' stylistic choices contribute to the purpose of an argument.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- audience is considered through strategic choices.
- writers' stylistic choices contribute to the purpose of an argument.
- individuals write within a particular situation and make strategic writing choices based on that situation.

##### ESSENTIAL QUESTIONS

- How do the audience's beliefs, values, and needs inform stylistic choices regarding comparisons, syntax, and diction?
- How do word choice, syntax, and conventions define a writer's style and help to clarify the message?
- How can writers show relationships among ideas through choices in syntax?
- How might you use particular sentences and words to establish a claim?

##### *Acquisition*

*Students will know...*

- the rhetorical situation informs the strategic stylistic choices that writers make.
- words have both connotative and denotative meanings.
- a writer's syntactical and word choices in their thesis reflect their rhetorical situation and the scope of their argument.

*Students will be skilled at...*

- demonstrating and explaining an understanding of an audience's beliefs, values, or needs.
- explaining how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- explaining how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

<ul style="list-style-type: none"> <li>● REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.</li> <li>● RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.</li> <li>● RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience.</li> <li>● RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.</li> </ul>	<ul style="list-style-type: none"> <li>● word choice, comparisons, and syntax contribute to the specific tone or style of a text.</li> <li>● words, comparisons, and syntax are used strategically to convey a specific tone or style in an argument.</li> <li>● writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.</li> <li>● a writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style.</li> </ul>	<ul style="list-style-type: none"> <li>● writing sentences that clearly convey ideas and arguments.</li> <li>● strategically using words, comparisons, and syntax to convey a specific tone or style in an argument.</li> <li>● explaining how grammar and mechanics contribute to the clarity and effectiveness of an argument.</li> <li>● using established conventions of grammar and mechanics to communicate clearly and effectively.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## AP Language and Composition

### Argument

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will engage in close reading and critical analysis of non-fiction texts to deepen their understanding of effective argumentation. Students will develop skills to craft arguments for a wide range of purposes and in a variety of formats.

**CONTENT STANDARDS:** Common Core does not provide standards at this level. Standards listed here are from the College Board's Course and Exam Description for AP English Language and Composition.

- REO-1.M The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument
- RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.
- RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.

##### *Transfer*

*Students will be able to independently use their learning to...*

- analyze and construct effective arguments.
- develop a line of reasoning to support an argument's thesis.
- incorporate relevant evidence to support a claim.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- commentary is essential to explain connections among claims, evidence, and the overarching thesis.
- awareness of the audience builds coherence and strength in argument.
- the organization of a text creates unity and coherence and reflects a line of reasoning.

##### ESSENTIAL QUESTIONS

- How are effective arguments constructed?
- What organization best illuminates the line of reasoning?
- What evidence is most appropriate in supporting a claim and refuting a counterclaim?
- How does a writer address complexity and nuance in an argument?
- What are good strategies for engaging your audience at the beginning of your writing and for writing a unified end?
- How does a writer use transitional elements to show relationships among ideas and create coherence among sentences, paragraphs, or sections of their argument?

##### *Acquisition*

*Students will know...*

- the body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how

*Students will be skilled at...*

- writing a thesis statement that requires proof or defense and that may preview the structure of the argument.

<ul style="list-style-type: none"> <li>● REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.</li> <li>● REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.</li> <li>● CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.</li> <li>● CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.</li> <li>● CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.</li> <li>● CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.</li> </ul>	<p>the paragraph contributes to the reasoning of the argument.</p> <ul style="list-style-type: none"> <li>● because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.</li> <li>● writers should anticipate the audience’s knowledge level, concerns, values, and possible biases.</li> <li>● to develop a credible, valid, academic argument, writers and speakers must gather credible supporting evidence, consider relevant, opposing viewpoints and evaluate those perspectives as well.</li> <li>● the most effective arguments incorporate the writer’s unique perspective, hypotheses, and writing voice.</li> </ul>	<ul style="list-style-type: none"> <li>● writing introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</li> <li>● describing the line of reasoning and explaining whether it supports an argument’s overarching thesis.</li> <li>● developing a line of reasoning and commentary that explains it throughout an argument.</li> <li>● writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</li> <li>● introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>● using transitional elements to guide the reader through the line of reasoning of an argument.</li> <li>● using appropriate methods of development to advance an argument.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## AP Language and Composition

### Methods of Development

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will engage in close reading and critical analysis of non-fiction texts to begin to deepen their understanding of the ways writers use overarching patterns and the methods of development to establish their line of reasoning.</p> <p><b>CONTENT STANDARDS:</b> Common Core does not provide standards at this level. Standards listed here are from the College Board’s Course and Exam Description for AP English Language and Composition.</p> <ul style="list-style-type: none"> <li>● REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</li> <li>● REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description.</li> <li>● REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences.</li> <li>● REO-1.J When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● describe the reasoning, organization, and development of an argument.</li> <li>● use organization and commentary to illuminate the line of reasoning in an argument.</li> <li>● explain why the chosen mode is appropriate for the purpose and audience.</li> <li>● describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</li> <li>● develop a line of reasoning and commentary that explains it throughout an argument.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</li> <li>● writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the different modes of writing?</li> <li>● Why is it important to consider the various modes in the early stages of composition?</li> <li>● What are the skills necessary to communicate effectively in various modes of rhetoric?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● a line of reasoning supports an argument’s overarching thesis.</li> <li>● transitional elements guide the reader through the line of reasoning of an argument.</li> <li>● organization of a text creates unity and coherence and reflects a line of reasoning.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying the characteristics of each mode of writing.</li> <li>● understanding why the chosen mode is appropriate for the purpose and audience.</li> <li>● analyzing the effectiveness of the chosen mode.</li> <li>● demonstrating mastery of a particular mode through emulation.</li> </ul>

<ul style="list-style-type: none"> <li>● REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis.</li> <li>● REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim.</li> <li>● REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim.</li> <li>● REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning.</li> <li>● REO-1.E The sequence of paragraphs in a text reveals the argument’s line of reasoning. REO-1.F Flaws in a line of reasoning may render an argument specious or illogical.</li> </ul>	<ul style="list-style-type: none"> <li>● characteristics of each method of development.</li> <li>● methods of development are used to advance an argument.</li> <li>● methods of development are used to accomplish a purpose.</li> <li>● a claim is a statement that requires defense with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● describing the line of reasoning and explaining whether it supports an argument’s overarching thesis.</li> <li>● developing a line of reasoning and commentary that explains it throughout an argument.</li> <li>● developing a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Advanced Grammar and Composition

### Argumentative Writing

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will analyze a variety of arguments in texts to determine the claim, purpose, and strength of an argument as well as create their own versions.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>● CCSS.ELA-LITERACY.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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to..</i></p> <ul style="list-style-type: none"> <li>● analyze argumentative writing and determine key concepts such as claims, counterclaims, and evidence.</li> <li>● write effective arguments to support claims.</li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● argumentative writing is meant to persuade the audience to change their opinion based on evidence and facts.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What makes a strong argument?</li> <li>● How does an author convince someone to change their point of view?</li> <li>● What is a counterclaim?</li> <li>● What is a fallacy?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● argumentative writing is meant to persuade the audience to change their opinion based on evidence and facts.</li> </ul>
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<b>Acquisition</b>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● argumentative vs persuasive writing.</li> <li>● bias.</li> <li>● claim/counterclaim.</li> <li>● audience.</li> <li>● argumentative fallacies.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing arguments/persuasion techniques.</li> <li>● critical thinking.</li> <li>● developing their own written arguments.</li> <li>● understanding and creating argumentative writing.</li> <li>● creating and disputing strong counterclaims.</li> <li>● understanding how the tone and structure that they use will affect the audience.</li> <li>● understanding the relationship between author and audience in argumentative writing.</li> <li>● seeking out argumentative fallacies and explaining why they weaken an argument.</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● argumentative vs persuasive writing.</li> <li>● bias.</li> <li>● claim/counterclaim.</li> <li>● audience.</li> <li>● argumentative fallacies.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing arguments/persuasion techniques.</li> <li>● critical thinking.</li> <li>● developing their own written arguments.</li> <li>● understanding and creating argumentative writing.</li> <li>● creating and disputing strong counterclaims.</li> <li>● understanding how the tone and structure that they use will affect the audience.</li> <li>● understanding the relationship between author and audience in argumentative writing.</li> <li>● seeking out argumentative fallacies and explaining why they weaken an argument.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Advanced Grammar and Composition

### Compare and Contrast

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will research and analyze multiple forms of the same media source, then compare and contrast their similarities and differences in a final product.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.LITERACY.11-12 RL.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.</li> <li>● CCSS.LITERACY.RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</li> <li>● CCSS.LITERACY.11-12. SL.2. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to..</p> <ul style="list-style-type: none"> <li>● compare and contrast two opposing ideas or forms of media and then evaluate the efficacy, intention, and strengths of each.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● multiple interpretations of a single story may have significant differences.</li> <li>● evidence must be used to support analysis of what the text is saying.</li> <li>● multiple sources of information are needed in order to gain a full picture of the problem.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do we use evidence to support our claims?</li> <li>● How do authors interpret other forms of media and create their own responses?</li> <li>● What is the difference between comparing and contrasting?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● argument: claims, counterclaims.</li> <li>● textual evidence.</li> <li>● interpretation.</li> <li>● syntax.</li> <li>● bias.</li> <li>● reasoning.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● making connections between two different forms of media.</li> <li>● analyzing differences between multiple interpretations of a story.</li> <li>● integrating supporting evidence into their own arguments.</li> <li>● maintaining a formal style and format throughout their writing.</li> <li>● understanding why different authors may emphasize different plot points, characters or themes.</li> <li>● comparing and contrasting opposing ideas.</li> </ul>	

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
Not applicable	<ul style="list-style-type: none"><li>● Critical thinking</li><li>● Communication</li><li>● Creativity</li></ul>

# Windham School District Curriculum

## Advanced Grammar and Composition

### Process Analysis

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will analyze processes from multiple media sources for clarity and efficacy and then create their own version of a process product using the skills they have gained.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>● CCSS.ELA-LITERACY.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<i>Transfer</i>	
	Students will be able to independently use their learning to.. <ul style="list-style-type: none"> <li>● effectively explain each step of a given process as well as the importance of making steps clear.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● a strong thesis, transitional words, and a clear tone are necessary to make a strong process analysis essay.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What makes a process clear?</li> <li>● What are the differences between the two main types of process analysis?</li> <li>● How does one step lead to the next?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● claim.</li> <li>● tone.</li> <li>● word choice.</li> <li>● transition words.</li> <li>● second-person perspective.</li> <li>● main idea.</li> <li>● media.</li> <li>● organization.</li> <li>● style.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing multiple step processes for clarity and content.</li> <li>● developing their own writing process.</li> <li>● understanding how different word choice creates different tones.</li> <li>● determining how to improve a process essay through word choice.</li> <li>● comparing written and spoken processes for similarities and distances.</li> </ul>	
<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>	
Not applicable	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Communication</li> <li>● Creativity</li> <li>● Collaboration</li> </ul>	

# Windham School District Curriculum

## Advanced Grammar and Composition

### Fusing Writing Types

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will analyze several different prose styles and analyze each for strengths and benefits as well as creating their own prose within the style.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>● CCSS.ELA-LITERACY.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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read and analyze prose style and author's purpose.</li> <li>● apply different prose styles and techniques in their own writing.</li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● there are a variety of prose styles that may be appropriate for different times.</li> <li>● the style in which an author writes will determine how the reader understands the topic being discussed.</li> <li>● some pieces of writing are more effective than others.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why do authors write in different styles?</li> <li>● How does writing in a different style change the way we think about the subject?</li> <li>● What makes writing powerful?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● there are a variety of prose styles that may be appropriate for different times.</li> <li>● the style in which an author writes will determine how the reader understands the topic being discussed.</li> <li>● some pieces of writing are more effective than others.</li> </ul>
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<b>Acquisition</b>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhetorical devices.</li> <li>● narrative techniques.</li> <li>● voice versus tone.</li> <li>● style requirements.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● determining prose style.</li> <li>● creating their own pieces of literature in many different prose styles.</li> <li>● understanding and identifying rhetorical strategies and techniques.</li> <li>● identifying rhetorical devices in literature as well as in their own writing.</li> <li>● writing a comparison essay that fully explains the similarities and differences as well as why those choices have been made.</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhetorical devices.</li> <li>● narrative techniques.</li> <li>● voice versus tone.</li> <li>● style requirements.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● determining prose style.</li> <li>● creating their own pieces of literature in many different prose styles.</li> <li>● understanding and identifying rhetorical strategies and techniques.</li> <li>● identifying rhetorical devices in literature as well as in their own writing.</li> <li>● writing a comparison essay that fully explains the similarities and differences as well as why those choices have been made.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Creativity</li> <li>● Collaboration</li> </ul>	

# Windham School District Curriculum

## AP Literature and Composition

### Short Fiction

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Characters, plots, and dramatic situations—like people and events in the real world— are complex and nuanced. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character’s epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations.

##### CONTENT STANDARDS:

Common Core does not provide standards at this level. Standards listed here are from the College Board’s Course and Exam Description for AP English Literature and Composition.

- CHR-1.A Description, dialogue, and behavior reveal characters to readers.
- CHR-1.B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.
- CHR-1.C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.

##### *Transfer*

*Students will be able to independently use their learning to...*

- explain the function of character, setting, plot and structure, the narrator or speaker, word choice, imagery, and symbols.
- explain the function of comparison.
- develop textually substantiated arguments about interpretations of part or all of a text.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.
- a narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.
- comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

##### ESSENTIAL QUESTIONS

- How do authors create meaning in their texts?
- Which words, phrases, and details contribute to a setting, plot, characterization, and narration?
- How does a narrator’s distance from the events of a narrative affect the details and information presented to a reader?
- How do literal objects, images, and events in a text convey figurative meaning through representations and associations?
- How do you analyze a text to develop a defensible claim about that text?

<ul style="list-style-type: none"> <li>● CHR-1.D A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.</li> <li>● SET-1.A Setting includes the time and place during which the events of the text occur.</li> <li>● STR-1.A Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship.</li> <li>● STR-1.B The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.</li> <li>● STR-1.C Plot and the exposition that accompanies it focus readers’ attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.</li> <li>● NAR-1.A Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.</li> <li>● NAR-1.B Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.</li> <li>● NAR-1.C A speaker or narrator is not necessarily the author.</li> <li>● NAR-1.D The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.</li> <li>● NAR-1.E Narrators may also be characters, and their role as characters may influence their perspective.</li> <li>● NAR-1.F First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.</li> <li>● NAR-1.G Third-person narrators are outside observers.</li> </ul>	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● description, dialogue, and behavior reveal characters to readers.</li> <li>● perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.</li> <li>● narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.</li> <li>● setting includes the time and place during which the events of the text occur.</li> <li>● plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and effect relationship.</li> <li>● narrators may also be characters, and their role as characters may influence their perspective. <ul style="list-style-type: none"> <li>○ first, second, and third person narrators, and inside and outside observers as narrators.</li> </ul> </li> <li>● a claim is a statement that requires defense with evidence from the text.</li> <li>● in literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying and describing what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● identifying and describing specific textual details that convey or reveal a setting.</li> <li>● identifying and describing how plot orders events in a narrative.</li> <li>● explaining the function of a particular sequence of events in a plot.</li> <li>● identifying and describing the narrator or speaker of a text.</li> <li>● identifying and explaining the function of point of view in a narrative.</li> <li>● developing a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>● developing a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> <li>● selecting and using relevant and sufficient evidence to both develop and support a line of reasoning.</li> </ul>	

<ul style="list-style-type: none"> <li>● NAR-1.H Third-person narrators’ knowledge about events and characters may range from observational to all knowing, which shapes their perspective.</li> <li>● NAR-1.I The outside perspective of third-person narrators may not be affected by the events of the narrative.</li> <li>● LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.</li> <li>● LAN-1.B A claim is a statement that requires defense with evidence from the text.</li> <li>● LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## AP Literature and Composition

### Poetry

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will better understand how the structures of poetry contribute to meaning and interpretations. Students will also explore other fundamentals often associated with—though not unique to—poetry: word choice and the foundations of simile and metaphor. Students will be provided with opportunities to study comparisons and contrasts within a poem. Students will focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text and by examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.</p> <p><b>CONTENT STANDARDS:</b> Common Core does not provide standards at this level. Standards listed here are from the College Board’s Course and Exam Description for AP English Literature and Composition.</p> <ul style="list-style-type: none"> <li>● CH. 1.E Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.</li> <li>● STR-1.D Line and stanza breaks contribute to the development and relationship of ideas in a poem.</li> <li>● STR-1.E The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● explain the function of character, setting, plot and structure. the narrator or speaker, word choice, imagery, and symbols.</li> <li>● explain the function of comparison.</li> <li>● develop textually substantiated arguments about interpretations of part or all of a text.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>● setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>● the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</li> <li>● a narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>● comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>● readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do authors create meaning in their texts?</li> <li>● Which words, phrases, and details contribute to a setting, plot, characterization and narration?</li> <li>● How does a narrator’s distance from the events of a narrative affect the details and information presented to a reader?</li> <li>● How do literal objects, images, and events in a text convey figurative meaning through representations and associations?</li> <li>● How do you analyze a text to develop a defensible claim about that text?</li> </ul>

<ul style="list-style-type: none"> <li>● STR-1.F A text’s structure affects readers’ reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.</li> <li>● STR-1.G Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.</li> <li>● STR-1.H Contrasts are the result of shifts or juxtapositions or both.</li> <li>● STR-1.J Shifts may emphasize contrasts between particular segments of a text.</li> <li>● FIG-1.A An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.</li> <li>● FIG-1.C Words or phrases may be repeated to emphasize ideas or associations.</li> <li>● FIG-1.J Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.</li> <li>● FIG-1.K Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.</li> <li>● LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.</li> <li>● LAN-1.B A claim is a statement that requires defense with evidence from the text.</li> <li>● LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.</li> </ul>	<b>Acquisition</b>	
<p><b>Used in Content Area Standards</b></p> <p>Not applicable</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.</li> <li>● line and stanza breaks contribute to the development and relationship of ideas in a poem.</li> <li>● the arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.</li> <li>● a text’s structure affects readers’ reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.</li> <li>● contrast can be introduced through focus, tone, point of view, character, narrator, or speaker perspective, dramatic situation or moment, settings or time, or imagery.</li> <li>● comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.</li> <li>● in literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying and describing what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● explaining the function of structure in a text.</li> <li>● explaining the function of contrasts within a text.</li> <li>● explaining the function of specific words and phrases in a text.</li> <li>● developing a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>● developing commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>● selecting and using relevant and sufficient evidence to both develop and support a line of reasoning.</li> </ul>
	<b>21<sup>st</sup> Century Skills</b>	
	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## AP Literature and Composition

### Long Fiction/Drama

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

By studying a longer literary work, students have an opportunity to analyze character and how multiple literary elements contribute to the development of character. Students will explore and grapple with the complexity of literature. Students encounter complexity in plot, identify elements that disrupt a chronology, and explore how disruptions affect a reader’s experience. Furthermore, students explore contrasts and inconsistencies in character. Students build their ability to analyze how characters’ incompatible perspectives and motives contribute to conflict. Understanding these relationships allows students to develop interpretations about them. Students will focus on adding significant complexity to analysis as they learn to develop a thesis statement about an overarching interpretation of the text. Students will then organize the various claims and-evidence paragraphs to follow a line of reasoning, enriching those paragraphs into essays with commentary that consistently explains how each specific paragraph—and specific evidence within each paragraph—relates to the argument as a whole.

**CONTENT STANDARDS:** Common Core does not provide standards at this level. Standards listed here are from the College Board’s Course and Exam Description for AP English Literature and Composition.

- CHR-1.F The description of a character creates certain expectations for that character’s behaviors; how a character does or does not meet those expectations affects a reader’s interpretation of that character.
- CHR-1.G Details associated with a character and/or used to describe a character contribute to a reader’s interpretation of that character.
- CHR-1.H Readers’ understanding of a character’s perspective may depend on the perspective of the narrator or speaker.

*Transfer*

*Students will be able to independently use their learning to...*

- explain the function of character, setting, plot and structure, the narrator or speaker, word choice, imagery, and symbols.
- explain the function of comparison.
- develop textually substantiated arguments about interpretations of part or all of a text.

**Meaning**

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.
- readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

**ESSENTIAL QUESTIONS**

- How do authors create meaning in their texts?
- Which words, phrases, and details contribute to a setting, plot, characterization and narration?
- How does a narrator’s distance from the events of a narrative affect the details and information presented to a reader?
- How do literal objects, images, and events in a text convey figurative meaning through representations and associations?
- How do you analyze a text to develop a defensible claim about that text?

<ul style="list-style-type: none"> <li>● CHR-1.K Readers can infer a character’s motives from that character’s actions or inactions.</li> <li>● CHR-1.L A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.</li> <li>● CHR-1.M Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.</li> <li>● CHR-1.N Some characters remain unchanged or are largely unaffected by the events of the narrative.</li> <li>● SET-1.B Setting includes the social, cultural, and historical situation during which the events of the text occur.</li> <li>● STR-1.K A story, or narrative, is delivered through a series of events that relate to a conflict.</li> <li>● STR-1.M The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.</li> <li>● STR-1.N Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.</li> <li>● LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.</li> <li>● LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li> </ul>	<b>Acquisition</b>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the description of a character creates certain expectations for that character’s behaviors; how a character does or does not meet those expectations affects a reader’s interpretation of that character.</li> <li>● setting includes the social, cultural, and historical situation during which the events of the text occur.</li> <li>● a story, or narrative, is delivered through a series of events that relate to a conflict.</li> <li>● conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.</li> <li>● in literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.</li> <li>● developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying and describing what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● explaining the function of contrasting characters.</li> <li>● explaining the function of a particular sequence of events in a plot.</li> <li>● identifying and describing details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</li> <li>● developing a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>● developing commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> </ul>
	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Literature of Land and Sea

### Humans and the Land

Stage 1 Desired Results				
<p><b>ESTABLISHED GOALS:</b> Students will increase their reading and writing skills by engaging with contemporary and historical texts.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.LITERACY.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.</li> <li>● CCSS.LITERACY.RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</li> <li>● CCSS.LITERACY.W.11-12.2. 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.</li> <li>● CCSS.LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>	<b>Transfer</b>			
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read and analyze texts.</li> <li>● write about and discuss substantive issues.</li> </ul>			
	<b>Meaning</b>			
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>● the underlying beliefs of Europeans and Indigenous American have been in conflict with one another since their first encounter.</li> <li>● although belief in manifest destiny has been a dominant strain in American thought, there have been writers who have questioned its ethics and have advocated for wise use of resources and respect for the land.</li> <li>● poets of all eras have expressed feelings of awe about the beauty of the natural world.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● How did religious and cultural beliefs about the relationship of humans to the earth influence the behavior of Europeans and Indigenous people?</li> <li>● How have some thinkers advocated for a more harmonious relationship with the earth?</li> <li>● How can poetry help us see the world more fully?</li> </ul> </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> <li>● the underlying beliefs of Europeans and Indigenous American have been in conflict with one another since their first encounter.</li> <li>● although belief in manifest destiny has been a dominant strain in American thought, there have been writers who have questioned its ethics and have advocated for wise use of resources and respect for the land.</li> <li>● poets of all eras have expressed feelings of awe about the beauty of the natural world.</li> </ul>
ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> <li>● the underlying beliefs of Europeans and Indigenous American have been in conflict with one another since their first encounter.</li> <li>● although belief in manifest destiny has been a dominant strain in American thought, there have been writers who have questioned its ethics and have advocated for wise use of resources and respect for the land.</li> <li>● poets of all eras have expressed feelings of awe about the beauty of the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>● How did religious and cultural beliefs about the relationship of humans to the earth influence the behavior of Europeans and Indigenous people?</li> <li>● How have some thinkers advocated for a more harmonious relationship with the earth?</li> <li>● How can poetry help us see the world more fully?</li> </ul>			
<b>Acquisition</b>				
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to write informative/explanatory texts to examine and convey complex ideas.</li> <li>● that observation of the natural world results in greater appreciation.</li> <li>● that skilled observers such as Thoreau have contributed to modern science as well as to human understanding of our place in the natural world.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● using observation, photography, and writing to develop an understanding and appreciation of the natural world.</li> <li>● writing reflectively about their own experiences and about works of literature which engage with the natural world.</li> <li>● arguing for and advocating for their beliefs about conservation and land use.</li> </ul>			

		<ul style="list-style-type: none"> <li>● using academic and domain specific vocabulary and standard English grammar to understand, write about, and discuss substantive issues.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Literature of Land and Sea

### Wilderness and the Self

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will increase their reading and writing skills by engaging with contemporary and historical texts which discuss the relationship of human beings to the earth.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>● CCSS.ELA-LITERACY.RI.11-12.1 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</li> <li>● CCSS.ELA-LITERACY. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read and write non-fiction literary texts.</li> <li>● write analytically and informatively in response to texts.</li> <li>● discuss connections between texts and current events.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Writers such as Jack London and Jon Krakauer have explored the complex relationship between challenge, courage, and natural forces.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why do humans feel the need to have wild places?</li> <li>● Why do some people test themselves against the earth's extremes?</li> <li>● What is learned by encounters with wildness?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● authors express the relationship of humans to the natural world in many genres including fiction, poetry, essay, and non-fiction narratives.</li> <li>● how to cite textual evidence in support of analysis.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and appreciating grade level literary nonfiction independently and proficiently.</li> <li>● writing analytically in response to texts of this kind.</li> <li>● discussing the connections between literature and multimedia text types such as documentary films and TED talks.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA.LITERACY.W.11-12.2 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.</li> <li>● CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Literature of Land and Sea

### Exploring the National Parks

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will increase their reading and writing skills by engaging with contemporary and historical texts which discuss the relationship of human beings to the earth. Students will interact with ideas about land development and conservation in a meaningful way, applying broad ideas to the regional and local level.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.SL.11-12.5.  
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.11-12.1.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.RI.11-12.7.  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.LITERACY.W.11-12.2.  
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.
- CCSS.LITERACY.W.11-12.4.

##### Transfer

Students will be able to independently use their learning to...

- gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- integrate information into an informative text.

##### Meaning

##### ENDURING UNDERSTANDINGS

Students will understand that...

- the idea of land preservation and conservation for public use is an American idea which has spread around the world.
- they can integrate and evaluate multiple sources of information presented in different media or formats.

##### ESSENTIAL QUESTIONS

- What do societies gain by excluding some land from development and preserving landscapes?
- What do individuals gain by visiting places of beauty whose ownership they share with all Americans?

##### Acquisition

Students will know...

- that America's national parks are a resource shared by all Americans.
- American thinkers such as Henry David Thoreau, George Catlin, Theodore Roosevelt, John Muir, and Gifford Pinchot contributed to the vision which resulted in the creation of national, state, and local parks (including conservation commissions at the local level).

Students will be skilled at...

- using multimedia tools to gather information.
- writing informative texts.
- examining land use controversies as exemplified by conflicts involving the use of resources in and near national parks.
- gathering relevant information from multiple authoritative print and digital sources and assessing the strengths and limitations of each source in terms of the task, purpose, and audience.

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>● CCSS.LITERACY.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, purpose, 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.</li> <li>● CCSS.LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		<ul style="list-style-type: none"> <li>● integrating information into an informative text at grade level.</li> <li>● presenting gathered information in an oral presentation supported by electronic media (such as PowerPoint slides).</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Media and Persuasion

### Introduction to Media and Gender, Sexuality, and Class

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will write skillfully for real-world and academic purposes. Students will grow in their ability to read and analyze fictional and non-fictional media literacy pieces.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.7. 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 the subject under investigation.</li> <li>● CCSS.ELA-LITERACY.L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● understand rhetorical techniques, propaganda styles, and film techniques.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● persuasion as believability.</li> <li>● pre-persuasion.</li> <li>● rhetoric- ethos, pathos, logos.</li> <li>● media literacy               <ul style="list-style-type: none"> <li>○ what constitutes the media.</li> <li>○ how does media work.</li> <li>○ evaluating sources and biases.</li> <li>○ how the media persuades us.</li> </ul> </li> <li>● ideas of gender, sexuality, and class.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>● How can I study and compare the media's role in shaping the views and attitudes of society in terms of gender, sexuality and class?</li> </ul>
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● propaganda.</li> <li>● persuasion.</li> <li>● film techniques- mise-en-scène.</li> <li>● elements of fiction and nonfiction.</li> <li>● rhetoric.</li> <li>● purpose and tone.</li> <li>● media and persuasion go hand-in-hand.</li> <li>● fictional interpretations of gender, sexuality, and class through the lens of media.</li> <li>● fictional interpretations of gender, sexuality, and class through the lens of persuasion.</li> <li>● nonfictional interpretations of gender, sexuality, and class through the lens of media.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing arguments/persuasion techniques.</li> <li>● critical thinking- evaluating sources and biases.</li> <li>● writing: both developing their own written arguments and conducting research.</li> <li>● reading: annotating and close reading, and reading various modes of text for author's purpose.</li> <li>● listening: respond thoughtfully to diverse perspectives; synthesize claims and evidence on various perspectives of an issue; evaluate a speaker's point of view.</li> </ul>

<p>speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>● nonfictional interpretations of gender, sexuality, and class through the lens of persuasion.</li> </ul>	
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Media and Persuasion

### Race and Ethnicity

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will write skillfully for real-world and academic purposes. Students will grow in their ability to read and analyze fiction and non-fiction media literacy pieces.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.W.11-12.7. 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 the subject under investigation.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● understand the effects of race and ethnicity within the modern world and analyze how the media shapes people's viewpoints on varying topics.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● ideas of race and ethnicity.</li> <li>● how race still impacts society today.</li> <li>● lasting effects of race/ethnicity.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>● How can I study and compare the media's role in shaping the views and attitudes of society in terms of race and ethnicity?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● nonfiction pieces of literature and modern films.</li> <li>● rhetoric.</li> <li>● purpose &amp; tone.</li> <li>● media and persuasion go hand-in-hand.</li> <li>● fictional interpretations of gender, sexuality, and class through the lens of media.</li> <li>● fictional interpretations of gender, sexuality, and class through the lens of persuasion.</li> <li>● nonfictional interpretations of gender, sexuality, and class through the lens of media.</li> <li>● nonfictional interpretations of gender, sexuality, and class through the lens of persuasion.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing arguments/persuasion techniques.</li> <li>● critical thinking.</li> <li>● writing: both developing their own written arguments and conducting research.</li> <li>● reading: annotating and close reading, and reading various modes of text for author's purpose.</li> <li>● listening: respond thoughtfully to diverse perspectives; synthesize claims and evidence on various perspectives of an issue; evaluate a speaker's point of view.</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Media and Persuasion

### Power and Control

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will write skillfully for real-world and academic purposes. Students will grow in their ability to read and analyze fiction and non-fiction media literacy pieces.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.7. 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.</li> <li>● CCSS.ELA-LITERACY.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, purpose, 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● write skillfully and make connections on the effects of gender, sexuality, and class within the modern world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● ideas of power and control.</li> <li>● responsible use and misuse of media.</li> <li>● media responsibility.</li> <li>● process of creating media.</li> <li>● problems in the media and the future of media.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>● How can I study and compare the media's role in shaping the views and attitudes of society in terms of power and control?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● nonfiction pieces of literature and modern films.</li> <li>● rhetoric.</li> <li>● purpose &amp; tone.</li> <li>● modern day issues/themes.</li> <li>● media and persuasion go hand-in-hand.</li> <li>● fictional interpretations of gender, sexuality, and class through the lens of media.</li> <li>● fictional interpretations of gender, sexuality, and class through the lens of persuasion.</li> <li>● nonfictional interpretations of gender, sexuality, and class through the lens of media.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing arguments/persuasion techniques.</li> <li>● critical thinking.</li> <li>● writing: both developing their own written arguments and conducting research.</li> <li>● reading: annotating and close reading, and reading various modes of text for author's purpose.</li> <li>● listening: respond thoughtfully to diverse perspectives; synthesize claims and evidence on various perspectives of an issue; evaluate a speaker's point of view.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>● nonfictional interpretations of gender, sexuality, and class through the lens of persuasion.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Communication</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Journalism

### Features and Soft News

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Through the process of interviewing, researching documents, and/or conducting surveys, students will learn to write bias-free detailed accounts of newsworthy events with focus on a specific angle. They will also evaluate published media.

**CONTENT STANDARDS:**

- CCSS.ELA-LITERACY.RI.11-12.2.  
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.11-12.7.  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RI.11-12.10.  
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.SL.11-12.1.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

*Transfer*

*Students will be able to independently use their learning to...*

- create, edit, and publish informed in-depth articles.

*Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that...*

- it is important to evaluate the strength and credibility of published features/soft news pieces.

ESSENTIAL QUESTIONS

- How do authors create news stories that are in depth focusing on the how/why of an event?

*Acquisition*

*Students will know...*

- interviewing techniques.
- Associated Press formatting of features/soft news pieces.
- research techniques.
- the editing process.
- the publication process.
- Journalistic Code of Ethics.
- Rights and Responsibilities of Student Journalists.
- First Amendment.

*Students will be skilled at...*

- evaluating the strength of both official and unofficial sources.
- interviewing sources for both information and their reactions.
- reporting detailed information objectively and free from bias.
- identifying bias in a news source.
- using Associated Press Formatting.
- writing lead paragraphs.
- exploring a topic from different angles.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Journalism

### Opinion Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Through the process of interviewing, creating surveys, and/or researching documents, students will learn to create informed opinions and evaluate other published opinions.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.11-12.4.  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-LITERACY.RI.11-12.5.  
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.11-12.7.  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.W.11-12.1.  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### Transfer

*Students will be able to independently use their learning to...*

- create, support, and publish informed opinion articles.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- it is important to evaluate the strength and credibility of published opinion pieces, and how to create their own opinion pieces.

##### ESSENTIAL QUESTIONS

- How do authors use rhetorical devices to express opinion and persuade others?

##### Acquisition

*Students will know...*

- rhetorical devices.
- interviewing techniques.
- Associated Press formatting of opinion pieces.
- research techniques.
- editing process.
- publication process.
- Journalistic Code of Ethics.
- Rights and Responsibilities of Student Journalists.
- First Amendment.

*Students will be skilled at...*

- evaluating the strength of both official and unofficial sources.
- interviewing sources for both information and their reactions.
- supporting their opinions with credible research.
- using rhetorical devices to express their opinions.
- using Associated Press Formatting.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>● CCSS.ELA-LITERACY.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, purpose, 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.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.</li> <li>● CCSS.ELA-LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> </ul>

# Windham School District Curriculum

## Journalism

### Hard News

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Through the process of interviewing, researching documents, and/or conducting surveys, students will learn to write bias-free detailed accounts of newsworthy events that are relevant to their audience. They will also evaluate published media.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RI.11-12.4.  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-LITERACY.RI.11-12.5.  
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.11-12.7.  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.W.11-12.2.  
Write informative/explanatory texts to example and convey complex ideas, and information clearly and accurately through the effective selection, organization, and analysis of content.

##### Transfer

*Students will be able to independently use their learning to...*

- create, edit, and publish informed hard news articles.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that*

- hard news presents information to the public.

##### ESSENTIAL QUESTIONS

- How do journalists use interviews and documents to create non-biased, objective accounts of current events?

##### Acquisition

*Students will know...*

- interviewing techniques.
- Associated Press formatting of hard news pieces
- research techniques.
- editing process.
- publication process.
- the value of concise language.
- Journalistic Code of Ethics.
- Rights and Responsibilities of Student Journalists.
- First Amendment.

*Students will be skilled at...*

- writing hard news pieces, and evaluating published news.
- evaluating the strength of both official and unofficial sources.
- interviewing sources for both information and their reactions.
- reporting detailed information objectively and free from bias.
- identifying bias in a news source.
- using Associated Press Formatting
- using an inverted pyramid style of organization.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Creativity</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	

# Windham School District Curriculum

## Mythological Literature

### Women in Myth

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read different translations/iterations of various myths and determine how gender affects the experience of the character and the way in which the story is told.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.</li> <li>● generate open ended questions and seek answers through critical analysis of text and media.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● women (both mortal and immortal) were held to a different, lesser standard in ancient Greek mythology.</li> <li>● when different translators tackle the same text, the end result often varies greatly.</li> <li>● ancient myths endure, and the human experience is both timeless and universal.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What do we learn about the personalities of gods, goddesses, and mortals from examining their actions and speech?</li> <li>● How does understanding mythological allusions inform our understanding of modern fiction?</li> <li>● Why are the themes and archetypes of ancient text still relevant and entertaining today? Which themes endure?</li> <li>● How are artistic representations of Circe indicative of artist interpretation and the social issues of the time period in which they were created?</li> <li>● How does literary theory like psychoanalytic and feminist critique inform our understanding of these texts?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to identify differences in translations of the same text.</li> <li>● how to analyze the background of an author or translator and identify how it impacts their work.</li> <li>● how to represent literary and thematic trends visually, instead of only through writing.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● tracking themes in a text.</li> <li>● working collaboratively and participating in respectful discussions.</li> <li>● identifying point of view in a given text.</li> <li>● organizing and citing strong and thorough textual evidence.</li> <li>● determine how themes and central ideas are shaped by author and character gender.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>● CCSS.ELA-LITERACY.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 (e.g., satire, sarcasm, irony, or understatement).</li> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>		<ul style="list-style-type: none"> <li>● closely read a text for word choice and applying a feminist literary analysis.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Mythological Literature

### Modern Mythological Allusions

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will identify examples of ancient mythological allusions in modern life and understand how and why archetypes are timeless.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read and comprehend a range of increasingly complex texts and media.</li> <li>● communicate ideas effectively in writing, discourse, and oral presentations.</li> <li>● critically analyze text and media.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● allusions to ancient mythology are present in modern media.</li> <li>● there are archetypes that are universal to the human experience, thus making some of these elements timeless.</li> <li>● myths are a teaching tool in all cultures.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are allusions?</li> <li>● How are mythological allusions still present today?</li> <li>● What do allusions help us to understand about text?</li> <li>● How and why do stories that are centuries old still entertain us today?</li> <li>● How do more modern stories like Frankenstein work in terms of the mythological genre?</li> <li>● What do myths teach us?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● ancient myths and begin recognizing them in modern life.</li> <li>● how to search for and find examples of modern mythological allusion.</li> <li>● about Carl Jung and theories behind human archetypes.</li> <li>● how to create a multimedia project to highlight examples of modern mythological allusions that are found in our everyday lives.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● creating an infographic using a technology platform.</li> <li>● citing examples of where and why ancient myths can still be found in modern culture from multiple sources.</li> <li>● organizing visual information in a logical, coherent way.</li> <li>● following the standard rules of grammar, spelling and punctuation while creating documents that are different from a standard essay.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.2. 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.</li> </ul>		<ul style="list-style-type: none"> <li>● preparing for and participating in collaborative discussions around central themes in the text.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Mythological Literature

### Heroic Representation

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will have a clear understanding of heroes, antiheroes, and how each archetype is represented in both ancient and modern life.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>● CCSS.ELA-LITERACY.RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read and comprehend a range of increasingly complex texts and media.</li> <li>● communicate ideas effectively in writing, discourse, and oral presentations.</li> <li>● analyze text and media.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● the same mythological figures are represented in different ways according to translation, time period, and societal perception.</li> <li>● heroism is a concept that is shaped by culture, geography, and time period.</li> <li>● a hero to one culture might be the villain of another.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is a hero? How do different cultures, both ancient and modern, define a hero?</li> <li>● What are the defining qualities of both a hero and an antihero?</li> <li>● Might a hero be represented differently in different texts? How so?</li> <li>● What is a character study? What does it involve?</li> <li>● What place do ancient heroes have in modern society?</li> <li>● How do various cultures- transcending geography and time periods- represent heroism?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to write the thesis of an argument essay that is supported by textual evidence.</li> <li>● how to select evidence from a passage that best supports a thesis statement.</li> <li>● how to write an essay that uses content-specific and grade-appropriate vocabulary.</li> <li>● how to identify differences in textual representations of the same character.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● close reading and annotating a text.</li> <li>● writing a thesis statement for an argument essay.</li> <li>● selecting appropriate evidence to support a claim.</li> <li>● proofreading and editing a text using teacher feedback and their own skill set.</li> <li>● analyzing one character from multiple perspectives/interpretations.</li> <li>● making a claim about a literary character that has a distinguished claim and addresses a counterclaim.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● how to introduce and support a counterclaim.</li> <li>● how to respond to and use feedback to make writing better.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Mythological Literature

### Creation Myth

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will experience a sampling of stories, old and new, the creation of the modern world, man’s role in this world, and the dangers of many “playing god” when it comes to technology and advancement.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. <span style="float: right;">By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</span></li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read several texts and link themes from ancient texts, 19th century texts and modern life.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● mythology influences art, literature, and culture of the modern world.</li> <li>● archetypal patterns continue to appear in modern storytelling.</li> <li>● ancient and modern texts include similar themes of modern-day dangers around technology and technological advancements.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do ancient myths explain the creation of mankind?</li> <li>● How and why is fire a motif in creation stories?</li> <li>● What do creation myths tell us/advise us regarding the pros and cons of modern technology and advancements?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● facts about authors of ancient texts.</li> <li>● names of the Titans, Olympians, and details about the war between the two.</li> <li>● what life was like in ancient Greece.</li> <li>● ways in which authors retell ancient myths in more modern texts.</li> <li>● examples of global archetypes and symbols in myths.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing and interpreting ancient texts and their modern equivalents.</li> <li>● identifying archetypes, elements of storytelling and major characters, authors, and texts in ancient Greek culture.</li> <li>● constructing an argument that uses multiple texts as evidence.</li> <li>● citing texts in MLA format in longer pieces of writing.</li> <li>● annotating a text to improve understanding.</li> <li>● writing an argument essay.</li> </ul>	

<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"><li>● Collaboration</li><li>● Communication</li><li>● Critical Thinking</li></ul>

# Windham School District Curriculum

## Prose and Poetry

### Introduction to Writing

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will grow in their ability to read and write a variety of prose and poetry for a variety of purposes and audiences.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.11-12.3.  
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.RL.11-12.4.  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CCSS.ELA-LITERACY.RL.11-12.5.  
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA-LITERACY.RL.11-12.10.  
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

##### *Transfer*

*Students will be able to independently use their learning to...*

- read and analyze literature as well as produce cohesive and meaningful pieces of writing.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- an author’s choices concerning structure, word choice, audience, and purpose contribute to its overall impact.
- a poem’s or story’s form is important to the overall message of a text.
- reading good writing is a direct contributor to improved writing and more reading means better writing.
- an author’s purpose impacts the message present in any piece of writing.

##### ESSENTIAL QUESTIONS

- What is effective writing?
- How does structure and form contribute to story and meaning?
- Why does reading effective writing matter?
- How does purpose impact content?

##### *Acquisition*

*Students will know...*

- how to evaluate a piece of writing.
- how to produce an effective piece of prose or poetry.
- how to evaluate an author’s purpose.
- how to use precise language and maintain a specific style when writing.

*Students will be skilled at...*

- producing cohesive pieces of prose and poetry.
- evaluating literature and analyzing an author’s writing process.
- reading for meaning.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Prose and Poetry

### Identity

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will grow in their ability to read and write a variety of prose and poetry for a variety of purposes and audiences. Students will explore the concept of identity through reading and analyzing literature.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.SL.11-12.1.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.W.11-12.3.  
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.11-12.4.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5.  
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.ELA-LITERACY.W.11-12.6.  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

##### Transfer

*Students will be able to independently use their learning to...*

- analyze literature and write narrative texts.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- the recursive writing process involves multiple drafts and requires conferencing and proofreading.
- the rewrite process is an opportunity to improve writing and unlock potential within a story or poem.
- the writing process is essential to creating meaningful works of prose and poetry.

##### ESSENTIAL QUESTIONS

- What is the recursive writing process?
- How does the rewrite process improve writing skills?
- How does an author’s writing process contribute to their final product and impact?

##### Acquisition

*Students will know...*

- the significance of identity in writing.
- the benefits and the steps of the recursive writing process.
- how to establish and maintain structure and style in writing.
- narrative techniques: dialogue, sequencing, description, pacing, description, point of view, multiple plot lines etc.

*Students will be skilled at...*

- writing and rewriting multiple drafts of a story or a poem.
- evaluating an author’s writing process and final draft.
- providing constructive feedback for peers.
- using appropriate narrative techniques in order to create a cohesive, logical story.

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
Not applicable	<ul style="list-style-type: none"><li>● Collaboration</li><li>● Communication</li><li>● Critical Thinking</li><li>● Creativity</li></ul>

# Windham School District Curriculum

## Prose and Poetry

### Power and Image of Poetic Language

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will grow in their ability to read and write a variety of prose and poetry for a variety of purposes and audiences. Students will practice using language to create powerful images in both prose and poetry.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> <li>● CCSS.ELA-LITERACY.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li> <li>● CCSS.ELA-LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> <li>● create meaningful works of prose and poetry that demonstrate command of poetic language and exceptional use of imagery.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● the use of language and imagery contributes to the overall impact of writing.</li> <li>● critically analyzing one’s own work contributes to improved writing.</li> <li>● using imagery and sensory language to construct a poem or story creates more reader engagement.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the elements of fiction and prose?</li> <li>● How does imagery impact writing?</li> <li>● What does it mean to show instead of tell?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the significance of word choice and imagery in writing.</li> <li>● how to work through the writing process in order to produce multiple drafts that improve over time.</li> <li>● how to analyze mentor texts in order to improve personal works.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● word choice and development of powerful images.</li> <li>● using metaphors, similes, and other writing strategies to create powerful images in a work.</li> <li>● developing and strengthening writing through the revision process.</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Prose and Poetry

### Point of View and Voice/Final Portfolio

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will grow in their ability to read and write a variety of prose and poetry for a variety of purposes and audiences. Students will produce a portfolio to demonstrate work throughout the semester that evaluates how the events of an author’s life contribute to context, content, and message as well as emulate the works of the author through poems written in the style of the author.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> <li>● CCSS.ELA-LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● utilize the writing process and mentor texts to improve their writing.</li> </ul>	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● different voices and points of view impact the overall message of a story or poem.</li> <li>● the events of an author’s global and personal life directly contribute to the context and content of a written work.</li> <li>● reading and analyzing good writing contributes to a student’s growth as a writer.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the elements of fiction and prose?</li> <li>● How does point of view impact a story or poem?</li> <li>● How does an author’s life experiences influence their written work?</li> <li>● How does the writing process contribute to the progression of an author’s skills?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● different voices and points of view impact the overall message of a story or poem.</li> <li>● the events of an author’s global and personal life directly contribute to the context and content of a written work.</li> <li>● reading and analyzing good writing contributes to a student’s growth as a writer.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● different voices and points of view impact the overall message of a story or poem.</li> <li>● the events of an author’s global and personal life directly contribute to the context and content of a written work.</li> <li>● reading and analyzing good writing contributes to a student’s growth as a writer.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the elements of fiction and prose?</li> <li>● How does point of view impact a story or poem?</li> <li>● How does an author’s life experiences influence their written work?</li> <li>● How does the writing process contribute to the progression of an author’s skills?</li> </ul>	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to explore persona and the impact of different voices on a story.</li> <li>● how to conduct reliable research in order to gain knowledge and insight about an author.</li> <li>● how to use appropriate points of view to create the most meaningful message in a story or poem.</li> <li>● how to compile a portfolio to showcase work and demonstrate a progression of skills.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● developing author and character voice.</li> <li>● developing and using appropriate point of view.</li> <li>● exploring persona and the impact of voice in written expression.</li> <li>● recreating and emulating skills demonstrated by established writers.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● CCSS.ELA-LITERACY.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Honors Philosophical Literature

### Introduction to Philosophy

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will read, understand, and analyze the principles of philosophy, read samples of philosophies old and new, and understand many of the major themes of philosophy.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.RL.11-12.1.  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.11-12.2.  
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.11-12.6.  
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CCSS.ELA-LITERACY.RI.11-12.8.  
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.W.11-12.2.  
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.
- CCSS.ELA-LITERACY.W.11-12.7.  
Conduct short as well as more sustained research projects to answer a 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.

##### Transfer

*Students will be able to independently use their learning to...*

- read several philosophical texts and understand their application to antiquity and modern life.
- write and communicate about philosophy.

##### Meaning

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- by studying philosophy, students join the great human tradition of shared knowledge through a logical examination of the world around us.
- understand central debates in western philosophy.
- philosophy requires critical thinking and argumentation.

##### ESSENTIAL QUESTIONS

- What is philosophy?
- How does philosophy apply to everyday life?
- How do you read philosophy?
- How was philosophy discovered and how has it evolved?
- How do we form critical and philosophical thinking?

##### Acquisition

*Students will know...*

- rational argumentation skills.
- how to analyze a speech or argument using critical thinking and rhetoric.
- central debates in western philosophy.
- the history of western philosophy.
- how different types of philosophy vary across different domains and how it evolves.

*Students will be skilled at...*

- critical thinking.
- speaking: debate strategies, prepared and spontaneous speeches, and verbally supporting claims with relevant reasoning and evidence.
- supporting their opinions with accurate, relevant reasoning and evidence.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.3. 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.</li> <li>● CCSS.ELA-LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA-LITERACY.L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>		<ul style="list-style-type: none"> <li>● annotating and close readings, reading various modes of text for author's purpose.</li> <li>● listening and responding thoughtfully to diverse perspectives.</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> </ul>

# Windham School District Curriculum

## Honors Philosophical Literature

### Ethics

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will read, understand, and analyze arguments in ethics, read samples of philosophies, and analyze a major work of philosophical literature, and understand how analyzing and interpreting morality is crucial in our modern world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.RL.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.</li> <li>● CCSS.ELA.LITERACY.W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA.LITERACY.W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA.LITERACY.SL.12.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● read several philosophical texts, and understand their application to antiquity and modern life, and be able to write and communicate about philosophy.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● ethics is a large genre in philosophy and is broken down into branches of consciousness, existence, and morality.</li> <li>● ethics has expanded and changed over time.</li> <li>● ethics can be challenged based on time, place, person, and circumstances.</li> <li>● there is no clear, concise answer to large ethical questions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is ethics? What is existence, morality, and consciousness?</li> <li>● How has ethics changed over time?</li> <li>● What makes us more or less moral?</li> <li>● Does culture impact morality?</li> <li>● Can we truly “control” morality?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rational argumentation skills.</li> <li>● how to analyze a speech or argument using critical thinking and rhetoric.</li> <li>● how to communicate eloquently and professionally using evidence.</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● critical thinking.</li> <li>● speaking: debate strategies, prepared and spontaneous speeches, and verbally supporting claims with relevant reasoning and evidence.</li> <li>● supporting their opinions with accurate, relevant reasoning and evidence.</li> <li>● annotating and close readings, reading various modes of text for author's purpose.</li> <li>● listening and responding thoughtfully to diverse perspectives.</li> </ul>

<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable	<ul style="list-style-type: none"><li>● Collaboration</li><li>● Communication</li><li>● Critical thinking</li></ul>

# Windham School District Curriculum

## Honors Philosophical Literature

### Epistemology- Philosophy of the Mind

#### Stage 1 Desired Results

**ESTABLISHED GOALS:**

Students will read, understand, and analyze arguments in epistemology, read samples of philosophies and analyze philosophical literature, and understand how analyzing and interpreting knowledge is crucial in our modern world.

**CONTENT STANDARDS:**

- CCSS.ELA.LITERACY.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, including determining where the text leaves matters uncertain.
- CCSS.ELA.LITERACY.RL.11-12.2.  
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA.LITERACY.RL.11-12.3.  
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA.LITERACY.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.
- CCSS.ELA.LITERACY.RL.11-12.7.  
Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- CCSS.ELA.LITERACY.W.11-12.1.  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Transfer*

*Students will be able to independently use their learning to...*

- use literature and modern technological and scientific debates to support their conclusions on identity and human intelligence.

*Meaning*

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

- knowledge is subjective and can be interpreted differently based on individual and circumstance.
- technology can impact knowledge both positively and negatively.
- knowledge has changed over time and will continue to change.

**ESSENTIAL QUESTIONS**

- Does knowledge truly exist?
- How is knowledge acquired?
- What makes a person knowledgeable?
- Can a person outsmart technology?

*Acquisition*

*Students will know...*

- the branches of epistemology - truth, belief, and justification.
- the major philosophical debates of epistemology.
- major technological movements that influence knowledge.
- the foundational arguments of epistemology.

*Students will be skilled at...*

- analyzing philosophical debates and using them to support literature that delves in epistemology.
- critical thinking.
- argumentation.
- synthesizing claims and evidence on various perspectives of an issue.

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA.LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA.LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA.LITERACY.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● CCSS.ELA.LITERACY.L.11-12.5. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</li> </ul>	<ul style="list-style-type: none"> <li>● how epistemology has changed with the emergence and evolution of science and technology.</li> <li>● how to communicate eloquently and academically using evidence.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>	

# Windham School District Curriculum

## Honors Philosophical Literature

### Aestheticism-Philosophy of the Beauty

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b> Students will read, understand, and analyze arguments in aestheticism, read samples of aestheticism from philosophers and analyze philosophical literature, and understand how aestheticism impacts our modern world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.RL.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.</li> <li>● CCSS.ELA.LITERACY.RI.12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis.</li> <li>● CCSS.ELA.LITERACY.RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, and events interact and develop over the course of the text.</li> <li>● CCSS.ELA.LITERACY.RI.12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, or engaging.</li> <li>● CCSS.ELA.LITERACY.W.12.2. 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.</li> <li>● CCSS.ELA.LITERACY.W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to use their learning to independently...</i></p> <ul style="list-style-type: none"> <li>● read and analyze arguments in literature and philosophy and make connections to our modern world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● aestheticism is an area of philosophy that concerns the study and understanding of beauty.</li> <li>● there are no concrete answers defining what is truly beautiful but can change from person to person.</li> <li>● art and beauty cannot be determined by a society but can impact the way a society thinks.</li> <li>● aestheticism concerns how beauty is essential to life but can also be corruptible to the self and society.</li> <li>● different philosophers have varying understandings and ideas related to aestheticism.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is aestheticism?</li> <li>● How do companies/corporations use philosophies of aestheticism to appeal to an audience?</li> <li>● Is aestheticism determined by society or by a person?</li> <li>● How do we define beauty?</li> <li>● Is aestheticism crucial for a society to thrive? How does it harm or inhibit it?</li> <li>● How has aesthetic thought impacted society over time? How has it evolved?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● what aestheticism is and how it applies to philosophy.</li> <li>● how people across various cultures and time periods have determined what is beautiful and what is not.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● paraphrasing and integrating secondary sources.</li> <li>● researching and finding credible sources.</li> <li>● presenting and collaborating.</li> </ul>	

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.W.12.7. Conduct short as well as more sustained research projects to answer a 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.</li> <li>● CCSS.ELA.LITERACY.W.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, purpose, 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.</li> </ul>	<ul style="list-style-type: none"> <li>● the impacts aestheticism can have on a person or culture.</li> </ul>	<ul style="list-style-type: none"> <li>● writing and thinking analytically.</li> </ul>
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p>Not applicable</p>		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Communication</li> <li>● Collaboration</li> </ul>

# Windham School District Curriculum

## Honors British Literature

### The Origins of English Literature

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will be able to read, discuss and write about works of British literature from a broad span of time. Students will make connections between these works and more modern works and concerns.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.4.  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CCSS.ELA-LITERACY.SL.11-12.5.  
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.W.11-12.1.  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### Transfer

*Students will be able to independently use their learning to...*

- discuss literature composed in a society different from their own with understanding of historical context.
- analyze works of literature and compose essays which make clear claims and support them with evidence from the text.

##### Meaning

##### ENDURING UNDERSTANDINGS

Students will understand that...

- literature was conveyed orally and in manuscript form before the development of print.
- English has changed over time due to the process of repeated invasion and conquest.
- Modern English contains grammatical elements of Germanic language and layers of vocabulary from Anglo-Saxon, French and Latin.

##### ESSENTIAL QUESTIONS

- How has the English language changed over time?
- How did the societal structure of Anglo-Saxon and medieval England influence literature of those time periods?

##### Acquisition

Students will know...

- Anglo-Saxon literature was conveyed orally and sounded like a different language.
- Middle English has more in common with modern English and some vocabulary is recognizable.

Students will be skilled at...

- collaborating with others to grow understanding of a complex text.
- using 21st century resources such as audio recordings, video to increase their understanding of a complex text.
- reading and analyzing complex texts.
- making clear claims and supporting them with evidence.

	<ul style="list-style-type: none"> <li>● Anglo-Saxon was preserved in manuscript form by monks in monasteries, which influenced the text.</li> <li>● the English language has changed over time as a result of repeated invasion and the mixing of cultures and languages.</li> <li>● the language continues to change over time, but the human concerns and conditions that existed in the Middle Ages and the Renaissance that still exist in the modern world.</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Honors British Literature

### Shakespeare

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will increase their cultural literacy. Because English literature and English language are influential in the world, becoming familiar with major works of British literature naturally develops cultural literacy. Students will increase their ability to read, discuss and write about works of literature. Students will recognize universal themes in British works and will connect them with concerns of today's world.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.4.  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- CCSS.ELA-LITERACY.RL.11-12.7.  
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- CCSS.ELA-LITERACY.RL.11-12.10.  
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 11-CCR text complexity band independently and proficiently.

##### *Transfer*

*Students will be able to independently use their learning to...*

- increase their ability to read, discuss and write about works of literature.
- recognize universal themes in British works and will connect them with concerns of today's world.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- Shakespeare addressed universal human emotions and concerns in a way that continues to resonate in the modern world.
- Shakespeare helped to shape and develop our ideas of drama and storytelling and played a role in the development of modern vocabulary and idiomatic expressions, providing a model for modern playwrights and film writers.

##### ESSENTIAL QUESTIONS

- Why has Shakespeare continued to be read and performed and translated throughout the world for nearly 500 years?
- How do choices made by directors and producers influence the way modern audiences experience Shakespeare's plays?

##### *Acquisition*

*Students will know...*

- Shakespeare composed in language that is mostly familiar to 21st century readers.
- context will often yield a more complete understanding of unfamiliar vocabulary.
- Shakespeare was a foundational figure of English language and literature.

*Students will be skilled at...*

- comparing and analyzing several interpretations of a work and drawing conclusions about the intent of the producer or director.
- using collaboration with others and reference materials to comprehend a complex text.
- determining the meaning of words used in the text.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.W.2. Write informative/explanatory texts to example and convey complex ideas, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Shakespeare wrote for performance rather than reading. Many choices are left to directors and these choices may change interpretation and meaning of the text substantially.</li> </ul>	
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Honors British Literature

### 19th Century and Contemporary Literature

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will increase their cultural literacy. Because English literature and English language are influential in the world, becoming familiar with major works of British literature naturally develops cultural literacy. Students will increase their ability to read, discuss and write about works of literature. Students will recognize universal themes in British works and will connect them with concerns of today's world.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.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, including determining where the text leaves matters uncertain.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>● CCSS.ELA-LITERACY.RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 11-CCR text complexity band independently and proficiently.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● comprehend a complex text composed in the 19th century with understanding and appreciation.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● while some human concerns are universal, each era has particular developments that influence literature of the time.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does the industrial revolution and the concerns of the early modern world influence the content of literature composed at this time?</li> <li>● How does science and industrialization influence literature of the 19th century?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that Darwin's thought had an enduring impact on writers who followed him.</li> <li>● the hegemony of the British Empire in the 19th century resulted in a literature where the voices and cultures of white, Christian Europeans were valued over the voices and cultures of others.</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● recognizing key ideas of the 19th century such as natural selection and evolution as they appear in the works of literature by such authors as R.L. Stevenson, H.G. Wells and Mary Shelley.</li> <li>● using skills of interpretation and analysis, write about these works and their connections to the modern world.</li> <li>● drawing inferences from the texts about the author's purpose, personality, motivation, tone, mood, as well as the time period in which the text was produced.</li> </ul>

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.2. Write informative/explanatory texts to example and convey complex ideas, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> </ul>

# Windham School District Curriculum

## Public Speaking

### Informative Speech

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will understand how to incorporate research and sources in an informative speech while also utilizing the main public speaking techniques.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.W.11-12.2.  
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.
- CCSS.ELA-LITERACY.W.11-12.4.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.11-12.2.  
Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.
- CCSS.ELA-LITERACY.SL.11-12.3.  
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.
- CCSS.ELA-LITERACY.SL.11-12.4.  
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.SL.11-12.5.  
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

##### *Transfer*

*Students will be able to independently use their learning to...*

- write and deliver an informative speech.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- the basic theme of an informative speech is the information; therefore, proper understanding of the topic is very important.
- evidence should be included and cited within the content of a speech.

##### ESSENTIAL QUESTIONS

- What is the purpose of an informative speech?
- How should evidence be used in public speaking?
- How does the purpose of a speech impact the content of the speech?

##### *Acquisition*

*Students will know...*

- how to incorporate evidence in a speech.
- how to conduct research and find reliable evidence.
- how to properly organize a speech in order to make the message clear.

*Students will be skilled at...*

- delivering the information or message clearly to the audience.
- researching on the topic provided.
- presenting a detailed presentation in a very clear and concise manner.

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
Not applicable	<ul style="list-style-type: none"><li>● Collaboration</li><li>● Communication</li><li>● Critical Thinking</li><li>● Creativity</li></ul>

# Windham School District Curriculum

## Public Speaking

### Persuasive Speaking

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will understand how to incorporate ethos, pathos and logos in a persuasive speech while also utilizing the main public speaking techniques in order to deliver a speech that effectively persuades the audience.

##### CONTENT STANDARDS:

- CCSS.ELA-LITERACY.SL.11-12.1.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.2.  
Integrate multiple sources of information presented in diverse formats and media (e.g., 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 the data.
- CCSS.ELA-LITERACY.SL.11-12.3.  
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.
- CCSS.ELA-LITERACY.SL.11-12.4.  
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

##### *Transfer*

*Students will be able to independently use their learning to...*

- write and deliver a speech that uses ethos, logos, and pathos to persuade an audience.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- ethos relates to a speaker's credibility and allows the audience to trust the message of the speaker.
- logos utilizes logic and evidence to provide support for an argument.
- pathos utilizes emotion to persuade an audience.
- all three parts of the triangle are used to appeal to the audience and create a powerful argument.

##### ESSENTIAL QUESTIONS

- What is ethos and how is it used in persuasive speaking?
- What is logos and how is it used in persuasive speaking?
- What is pathos and how is it used in persuasive speaking?
- How is the rhetorical triangle used in persuasive speaking?

##### *Acquisition*

*Students will know...*

- ethos, logos, pathos.
- the rhetorical triangle.
- how to create a logical argument that also establishes credibility and emotion.
- how to deliver a speech that uses the rhetorical triangle as well as the most important public speaking techniques.

*Students will be skilled at...*

- using the rhetorical triangle.
- delivering planned speeches that utilize the rhetorical triangle.
- delivering impromptu speeches that utilize the rhetorical triangle.
- presenting information in a way that listeners can follow a line of reasoning.
- evaluating speeches.

<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Public Speaking

### Public Speaking Techniques

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will identify the public speaking techniques and be able to use them effectively in response to a variety of prompts, to organize speeches and prepare for public speaking opportunities.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.3. 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.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● listen to, write, and deliver speeches that utilize the main public speaking techniques in order to effectively present information to an audience.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● there are techniques in public speaking that include wrapping the speech up, eye contact, purposeful gestures, avoiding fillers, purposeful movement, directly addressing the audience, avoiding distracting gestures, voice, and tone.</li> <li>● public speaking is an important skill in school and professional life and that practicing in the confines of a classroom will lead to improved interpersonal communication skills.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the main public speaking techniques on which we should focus?</li> <li>● What are some strategies to increase our confidence when speaking publicly?</li> <li>● Why is it important to practice public speaking?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● public speaking techniques.</li> <li>● how to write an introductory speech.</li> <li>● how to increase confidence during the process of public speaking.</li> <li>● how to analyze peer speeches.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● planned and impromptu public speaking.</li> <li>● identifying the main public speaking strategies.</li> <li>● presenting information in a way that listeners can follow a line of reasoning.</li> <li>● evaluating speeches.</li> </ul>

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
Not applicable	<ul style="list-style-type: none"><li>● Collaboration</li><li>● Communication</li><li>● Critical thinking</li><li>● Creativity</li></ul>

# Windham School District Curriculum

## Public Speaking

### Speech Analysis

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will analyze a famous historical speech through the lens of important public speaking techniques.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.3. 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.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● CCSS.ELA-LITERACY.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● analyze speeches and write an argument to support claims with reasons and evidence.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● the main speaking techniques are applicable to all public speaking opportunities and topics.</li> <li>● skilled public speakers rely on the basic techniques to deliver impactful speeches to a global audience.</li> <li>● context influences content and word choice.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are the main Public Speaking Techniques?</li> <li>● How do the public speaking techniques translate to historical speeches?</li> <li>● How does context impact content?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the main public speaking techniques on which they should focus.</li> <li>● how to analyze a historical speech.</li> <li>● how influential public speakers utilize the basic public speaking strategies.</li> <li>● claim, valid reasoning, relevant, and sufficient evidence.</li> <li>● stance, premise, and tone</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing speeches in regards to identifying purpose, skills used, and how context impacts content.</li> <li>● analyzing word choice, organization, and speech elements.</li> <li>● writing arguments to support claims.</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical Thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Introduction to College Writing

### Food in America

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will develop close reading, writing, research, and critical thinking skills in order to communicate effectively at the college level.

##### CONTENT STANDARDS:

- CCSS.ELA.LITERACY.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
- CCSS.ELA.LITERACY.RI.11-12.2.  
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA.LITERACY.RI.11-12.10.  
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- CCSS.ELA.LITERACY.W.11-12.1.  
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.11-12.4.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.LITERACY.W.11-12.5.  
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.ELA.LITERACY.W.11-12.6.  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

##### *Transfer*

*Students will be able to independently use their learning to...*

- understand and respond to a wide variety of complex argumentative and informational text by making and supporting analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- further develop academic writing and speaking skills with specific focus on high level claims, evidence integration and skillful analysis, and overall organization and structure.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- food is a divisive topic in America today, with many complex problems and concerns.
- it is important to be able to synthesize a wide variety of claims and perspectives in order to present an informed opinion about a topic through both oral and written communication.
- the way that we organize information affects the impact of the information itself, and the writer can employ a number of effective tools in order to inform and persuade others.

##### ESSENTIAL QUESTIONS

- How can I write effectively in order to accurately and thoughtfully communicate in our modern world?
- How are effective arguments constructed?
- What evidence is most appropriate in supporting a claim and refuting a counterclaim?
- How should we change the way we currently think about food?
- What should the US government's role in the food industry be?
- What is our personal responsibility in our own health?
- How does deception and false advertising impact our health?

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.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, purpose, 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.</li> <li>● CCSS.ELA.LITERACY.W.11-12.10. 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.</li> <li>● CCSS.ELA.LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● CCSS.ELA.LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA.LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA.LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> <li>● CCSS.ELA.LITERACY.L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>		<ul style="list-style-type: none"> <li>● How is food technology shaping our future?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● a variety of perspectives on a number of subtopics centered on food in America.</li> <li>● how to use the research and writing process to effectively compose an argument at the college-level.</li> <li>● persuasive techniques in writing and speaking.</li> <li>● how evidence is used to construct and support an argument.</li> <li>● how insightful analysis reveals the significance of an argument.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● making and supporting analytical judgments by interpreting, inferring, organizing, and drawing conclusions in response to informational and literary text.</li> <li>● writing an insightful thesis.</li> <li>● incorporating cited evidence from a variety of nonfiction sources.</li> <li>● introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>● using transitional elements to guide the reader through the line of reasoning of an argument.</li> <li>● using appropriate methods of development to advance an argument.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
Not applicable		<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>

# Windham School District Curriculum

## Introduction to College Writing

### Researching Futures

#### Stage 1 Desired Results

##### ESTABLISHED GOALS:

Students will develop close reading, writing, research, and critical thinking skills in order to communicate effectively at the college level.

##### CONTENT STANDARDS:

- CCSS.ELA.LITERACY.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, including determining where the text leaves matters uncertain.
- CCSS.ELA.LITERACY.RL.11-12.3.  
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA.LITERACY.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.
- CCSS.ELA.LITERACY.RI.11-12.2.  
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA.LITERACY.RI.11-12.10.  
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- CCSS.ELA.LITERACY.W.11-12.2.  
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.
- CCSS.ELA.LITERACY.W.11-12.3.  
Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

##### *Transfer*

*Students will be able to independently use their learning to...*

- understand and respond to a wide variety of complex informational and literary texts by making and supporting analytical judgments by interpreting, inferring, organizing, and drawing conclusions.
- further develop academic writing and speaking skills with specific focus on high level claims, evidence integration and skillful analysis, and overall organization and structure.

##### *Meaning*

##### ENDURING UNDERSTANDINGS

*Students will understand that...*

- bioethics is a divisive topic in America today, with many complex problems and concerns.
- it is important to be able to synthesize a wide variety of claims and perspectives in order to present an informed opinion about a topic through both oral and written communication.
- high level writing acknowledges a variety of perspectives on an issue.
- high level writing draws from a variety of source formats.
- the information bias that we encounter on a daily basis affects our own perspectives on an issue.

##### ESSENTIAL QUESTIONS

- How can I write effectively in order to accurately and thoughtfully communicate in our modern world?
- How do bioethical concerns affect our society, now and in the future?
- How does literature represent the fears of our age?
- Why is it important to research, write, and argue around topics in bioethics?

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● CCSS.ELA.LITERACY.W.11-12.5. 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.</li> <li>● CCSS.ELA.LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>● CCSS.ELA.LITERACY.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, purpose, 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.</li> <li>● CCSS.ELA.LITERACY.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● CCSS.ELA.LITERACY.W.11-12.10. 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</li> <li>● CCSS.ELA.LITERACY.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● CCSS.ELA.LITERACY.L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<b>Acquisition</b>	
<b>Used in Content Area Standards</b>	<b>Students will know...</b>	<b>Students will be skilled at...</b>
Not applicable	<ul style="list-style-type: none"> <li>● a variety of perspectives on a number of subtopics centered on bioethics.</li> <li>● how to use the research and writing process to effectively compose informational writing at the college-level.</li> <li>● informational writing and speaking techniques.</li> <li>● how evidence is used to construct an argument.</li> <li>● APA formatting guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● making and supporting analytical judgments by interpreting, inferring, organizing, and drawing conclusions in response to informational and literary text.</li> <li>● incorporating cited evidence from a wide variety of fiction and nonfiction sources.</li> <li>● using evidence to support the significance of a claim.</li> <li>● applying an understanding of leads, imagery, voice, point-of-view, and tone in writing.</li> <li>● evaluating and analyzing source material.</li> <li>● synthesizing informational text in order to make an original claim, inform a reader about a claim, and convey information effectively.</li> <li>● applying APA format to analytical writing.</li> </ul>
	<b>21<sup>st</sup> Century Skills</b>	
	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	

# Windham School District Curriculum

## Introduction to College Writing

### Research Project

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Students will develop close reading, writing, research, and critical thinking skills in order to communicate effectively at the college level.</p> <p><b>CONTENT STANDARDS:</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.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</li> <li>● CCSS.ELA.LITERACY.RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>● CCSS.ELA.LITERACY.RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</li> <li>● CCSS.ELA.LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● CCSS.ELA.LITERACY.W.11-12.2. 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.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● understand and respond to a wide variety of texts in a multitude of formats by making and supporting analytical judgments, researching for understanding/informational writing, and synthesizing a variety of perspectives on a variety of topics.</li> <li>● further develop academic writing and speaking skills with specific focus on inquiry, research skills, high level claims, evidence integration and skillful analysis, and overall organization and structure.</li> </ul>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● it is important to be able to synthesize a wide variety of information and perspectives in order to present an original perspective about a topic through both oral and written communication.</li> <li>● high level writing acknowledges a variety of perspectives on an issue.</li> <li>● high level writing draws from a variety of source formats.</li> <li>● multigenre writing is able to create new meaning through looking at a topic in a variety of different ways.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How can I write effectively in order to accurately and thoughtfully communicate in our modern world?</li> <li>● What is the purpose of using multi modes of communication in academic writing?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to use the research and writing process to effectively compose a multi-part research paper at the college-level.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● evaluating and analyzing source material.</li> <li>● synthesizing informational text in order to make an original claim and convey information effectively.</li> </ul>	

- CCSS.ELA.LITERACY.W.11-12.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.LITERACY.W.11-12.5  
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.ELA.LITERACY.W.11-12.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA.LITERACY.RI.11-12.7  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA.LITERACY.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, purpose, 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.
- CCSS.ELA.LITERACY.W.11-12.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA.LITERACY.W.11-12.10  
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.
- CCSS.ELA.LITERACY.SL.11-12.1  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- how to synthesize and organize information in order to develop a topic and show significance.
- how looking at a topic through multimodal media reveals relevance, significance, and meaning in a variety of different ways.
- how and why the way a topic is presented in writing affects its significance.
- APA formatting for a variety of sources.

- making and supporting analytical judgments by interpreting, inferring, organizing, and drawing conclusions in response to multimodal informational text.
- selecting an original and important topic for research.
- writing an original, insightful thesis.
- incorporating cited evidence from a wide variety of multimedia sources.
- using evidence to support the significance of a claim.
- applying an understanding of leads, imagery, voice, point-of-view, and tone in writing to write in multimodal genres.
- applying APA format to multimodal writing.

<ul style="list-style-type: none"> <li>● CCSS.ELA.LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● CCSS.ELA.LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● CCSS.ELA.LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> <li>● CCSS.ELA.LITERACY.L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>		
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>	
Not applicable	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Creativity</li> </ul>	