Grade Level/Course: Advanced Language Arts Research/Presentation I & II	Content Area: Language Arts

Grade Level/Course Overview:

Advanced Language Arts Research/Presentation I and II satisfies the Language Arts requirement for ninth and tenth grade. Advanced Language Arts Research/Presentation I and II are for students who wish to challenge their Language Arts skills in reading, writing, language, research, speaking and listening with a cross-curriculum approach. Each ALAR/P student will complete the objectives of the Honors curriculum in a compacted fashion. ALAR/P prepares students for AP English courses at the eleventh and twelfth grades. Students complete an independent study project which represents a minimum of sixty hours of research that culminates in a half-hour media-supported, juried presentation. This course requires self-discipline along with strong organizational and time management skills requisite for the completion of a long-term independent study project. Passing the oral presentation in this course will satisfy the speech proficiency requirement for graduation.

Prerequisite: Successful completion of student application which includes strong Language Arts and social studies grades, teacher recommendation, high standardized reading test scores, and a writing sample.

Note: This course carries a weighted grade that is earned after completion of each full semester. Students may take Ninth Grade, Ninth Grade Honors, or Literature and Composition/Reading Strategies I in place of ALAR/P I. Students may take Tenth Grade, Tenth Grade Honors, or Literature and Composition/Reading Strategies II in place of ALAR/P II.

Strands/Domains	**Interdisciplinary Themes**
Reading Literature	Communication
Reading Informational Text	Collaboration
Writing	Conflict/Resolution
Speaking and Listening	
Language	

Program Understandings (pk-12)
Reading:
Readers make meaning from text.
Readers understand that authors use literary elements and techniques to convey meaning.
Readers evaluate and analyze text structures to make meaning.
Readers make meaning from appropriately leveled text.
Writing:
Writes compose for a variety of audiences and purpose.
Writers create and share their writing.
Writers use a variety of sources to enhance their writing.
Writers strengthen their craft through practice.
Speaking and Listening
Listeners make meaning from the spoken word.
Speakers share information to a variety of audiences for specific purposes.
Language:
Writers and speakers use appropriate English
Writers and speakers use language to convey meaning.
Writers and speakers use language to enhance meaning

Units of Study
Argumentative Writing and Fiction
Nonfiction Analysis
Research
Speech

ALARP I & II		
Strand/Domain* Reading Literature	Cluster* Key Ideas and Details	**CROSSWALK TO STANDARDS:** Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards

Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R1H.EI.a,d-f R1H.EIIa,d-f R2C.EI.a-d R2C.EII.a-d		RL.9-10.1	SMS 2	1, 3
	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.	R1H.EI.a,f R1H.EII.a,f R2C.EI.c R2C.EII.c	X	RL.9-10.2	SMS 2	1, 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.	R2C.EI.b	X	RL.9-10.3	SMS 2	1, 3

Strand/Domain* Reading Literature	Cluster* Craft and Structure	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	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.)	R1E.I.a-c R1E.EII.a-c R2B.EI.d R2B.Eii.d	X	RL.9-10.4	SMS 2,7	3, 6, 7
	Analyze how an author's choices concerning how to structure text, order events within it (e.g. parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tensions, or surprise.	R2A.EI R2A.EIi R2C.EI.b R2C.EII.b	X	RL.9-10.5	SMS 2	
	Analyze a particular point of view or cultural experience reflected in a work of literature form outside the United States, drawing on a wide reading of world literature.	R2C.EI.d R2C.EII.d	X	RL.9-10.6	SMS 2, 7	1, 9

Strand/Domain* Reading Literature	Cluster* Integration of Knowledge and Ideas	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's *Musee des Beaux Arts* and Breughel's *Landscape with the Fall of Icarus*).	R2A.EI R2A.EII R1I.EI.a. R1I.EII.a	X	RL.9-10.7	SMS 2, 5	3
	(not applicable to literature)			RL.9-10.8		
	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).	R1I.a R1I.EII.a R2C.EI.c R2C.EII.c	X	RL.9-10.9	SMS 2	

Strand/Domain* Reading Literature	Cluster* Range of Reading and Level of Text Complexity	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9-10 text complexity band proficiently with scaffolding as needed at the high end of range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade s9-10 text complexity band independently and proficiently.	R1D.EI.a-b R1D.EII.a-b	X	RL9-10.10	SMS 2	

Strand/Domain* Reading Information Text	Cluster* Key Ideas and Details	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
E	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R1H.EI.a,d-f R1H.EII.a,d-f R3C.EI.a-g R3C.EII.a-h		RI.9-10.1	SMS 3	1, 3
E	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.	R1H.EI.a,f R1H.EII.a,f	X	RI.9-10.2	SMS 3	1, 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.	R3C.EI.a R3C.EII.a	X	RI.9-10.3	SMS 3	1, 3

Strand/Domain* Reading Information Text	Cluster* Craft and Structure	**CROSSWALK TO STANDARDS:** Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	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).	R1E.EI.a-c R1E.EII.a-c R3B.EI.d R3B.EII.e R3c.EI.b R3C.EII.e	X	RI.9-10.4	SMS 3	1, 3, 6
	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).	R3A.EI R3A.EII R3C.EII.a	X	RI.9-10.5	SMS 3	3, 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.	R3C.EI.d-e R3C.EII.f-g		RI.9-10.6	SMS 3	1, 3

Strand/Domain* Reading Information Text	Cluster* Integration of Knowledge and Ideas	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	ICTL4A.EI ICTL4A.EII	X	RI.9-10.7	SMS 3, 5	1, 3, 6
E	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	R3C.EI.c R3C.EII.b,d ICTL4C.EI.a, c-d ICTL4C.EII.a,c-d		RI.9-10.8	SMS 3	1, 3
	Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farwell Address, Roosevelt's Four Freedoms speech, King's *Letter from Birmingham Jail*), including how they address related themes and concepts.	R1I.EI.a-b R1I.EII.a-b R3C.EI.e R3C.EII.e		RI.9-10.9	SMS 3	1, 3

Strand/Domain* Reading Information Text	Cluster* Range of Reading and Level of Text Complexity	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	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 range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.	R1D.EI.a-b R1D.EII.a-b	X	RL9-10.10	SMS 2	

Strand/Domain* Writing	Cluster* Text Types and Purposes	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-Literacy.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.	W3A.EI.a W3A.EII.a W2C.EI.a-d W2C.EII.a-d W2A.EII.a-b W2B.EI.a-d W2B.EII.a-d	X	W.9-10.1	SMS4	5
E	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.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.W.9-10.2b Develop 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. CCSS.ELA-Literacy.W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas	W3A.EI.a-d W3A.EII.a-d W2C.EI.a W2C.EII.a W2D.EI.a W2D.EII.a	X	W.9-10.2	SMS4	5

	and concepts. CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic. CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).					
	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.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-Literacy.W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-Literacy.W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W3A.EI.a-b W3A.EII.a-b W2C.EI.a-d,f W2C.EII.a-d,f W2B.EI.a-d W2B.EII.a-d W2D.EI.a-b W2D.EII.a-b	X	W.9-10.3	SMS 4	5

Strand/Domain* Writing	Cluster* Production and Distribution of Writing	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
E	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W2A.EI.a-b W2A.EII.a-b	X	W.9-10.4		5
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)	W1A.EI.a-d W1A.EII.a-d	X	W.9-10.5		5
	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.	W1A.EI.a-e W1A.EII.a-e ICTL1B.9 ICTLB.10 ICTL5C.9.a ITTL5C.10.a		W.9-10.6		8

Strand/Domain* Writing	Cluster* Research to Build and Present Knowledge	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
E	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.	ICTL2B.9.a-b ICTL2B.10.a-b ICTL3A.9.a ICTL3A.10.a ICTL4D.9.c ICTL4D.10.c W3A.EI.a-e W3A.EII.a-e		W.9-10.7		7
E	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.	ICTL3B.9 ICT3B.10 ICTL1A.9.a-f ICTL1A.10.a-f ICTL4C.9.a ICTL4C.10.a ICTL5B.9 ICTL5B.10 ICTL6B.9 ICTL6B.10		W.9-10.8	5	7
E	Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9-10.9a Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). CCSS.ELA-Literacy.W.9-10.9b Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	W3A.EI.a-e W3A.EII.a-e		W.9-10.9		7

Strand/Domain* Writing	Cluster* Range of Writing	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	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.	W1A.EII W2A.EI.a-b W2A.EII.a-b W3A.EI.a-e W3A.EII.a-e	X	W.9-10.10	SMS 4	5

Strand/Domain* Speaking and Listening	Cluster* Comprehension and Collaboration	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
E	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.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	LS2A.9-12 R1H.EI.b R1H.EII.b		SL.9-10.1	SMS 6	4, 6
E	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	LS2A.9-12		SL.9-10.2		7
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	LS1A.9-12		SL.9-10.2	SMS 6	6

Strand/Domain* Speaking and Listening	Cluster* Presentation of Knowledge and Ideas	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
E	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.	LS1A.9-12		SL.9-10.4	SMS 6	4, 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.	LS2A.9-12		SL.9-10.5		8
	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.)			SL.9-10.6	SMS 1,6	4, 5

Strand/Domain* Language	Cluster* Conventions of Standard English	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.1a Use parallel structure.* CCSS.ELA-Literacy.L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	W2C.EI.e W2C.EII.e	X	L.9-10.1	SMS 1	4, 6
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CCSS.ELA-Literacy.L.9-10.2b Use a colon to introduce a list or quotation. CCSS.ELA-Literacy.L.9-10.2c Spell correctly.	W2E.EI.a-b W2E.EII.a-b	X	L.9-10.2	SMS 1	4, 6

Strand/Domain* Language	Cluster* Knowledge of Language	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	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. CCSS.ELA-Literacy.L.9-10.3a 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.	ICTL5C.9.a ICTL5C.10.a	X	L.9-10.3	SMS 1	6

Strand/Domain* Language	Cluster* Vocabulary Acquisition and Use	CROSSWALK TO STANDARDS: Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not		GLE/CLE's	ACT	CCSS	MO	IRA NCTE
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. CCSS.ELA-Literacy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.ELA-Literacy.L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). CCSS.ELA-Literacy.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CCSS.ELA-Literacy.L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	R1E.EI.a-c R1E.EII.a-c	X	L.9-10.4	SMS 1	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. CCSS.ELA-Literacy.L.9-10.5b Analyze nuances in the meaning of words with similar denotations.	R2B.EI.e R3B.EI.d R2B.EII.e R3B.EII.e	X	L.9-10.5	SMS 1	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.	R1E.EI.a-c R1E.EII.a-c R1G.EI.a R1G.EII.a W2D.EI.a-b W2D.EII.a-b	X	L.9-10.6		6

COURSE/GRADE LEVEL: ALARP I & II			
UNIT TITLE: Argumentative Writing and Fiction	SUGGESTED UNIT TIMELINE: ongoing		

ESSENTIAL QUESTION(S):
How do authors use literary techniques and devices to establish and develop larger ideas such as theme?
How does writing argumentatively about fiction pieces help establish and develop writing technique?

WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?			
REFERENCE/ STANDARD	STANDARDS: *Content specific standards and those from other disciplines that will be assessed (formatively and summatively) in this unit.*	MAJOR STANDARD	SUPPORTING STANDARD
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.	X	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing on what is most significant for a specific purpose or audience.		X
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.		X
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.	X	
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 how it's shaped and refined by specific details; provide an objective summary of the text.	X	
RL.9-10.3	Analyze how complex characters (eg: 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.	X	
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(eg: how the language evokes a sense of time and place; how it sets a formal or informal tone).		X
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (eg: parallel plots), and manipulate time (eg: pacing, flashbacks) create such effects such as mystery, tension, or surprise.		X

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.		X
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums including what is emphasized or what is absent in each treatment (eg: Auden's "Musee des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).		X
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (eg: how Shakespeare treats a theme or topic from Ovid or The Bible or how a later author draws on a play from Shakespeare).		X
RL.10.9-10	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.	X	X
RL.10.9-10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	X	

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances and word meanings.
	   A. Interpret figures of speech (eg: euphemism, oxymoron) in context and analyze their role in the text.
	   B. Analyze nuances in the meaning of words with similar denotations.
			X

L.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.)		X
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.	X	

UNIT DESCRIPTION:
Students will focus on reading and writing in order to analyze specific literary devices/elements and writers' styles and techniques throughout the course of the year.

UNIT VOCABULARY

Academic Vocabulary	Content Vocabulary

Textual Evidence:
   Concrete details
   Quotations
   Plot events
   Summarization/paraphrase
Analysis(use evidence to draw conclusions)
Citations
Central idea
Audience
Purpose
Theme
Tone
Organization
Inferences
	Characterization:
	   Direct/Indirect
	   Static/Dynamic
	   Flat/Round
	   Antagonist/Protagonist
	   Hero/Antihero
	Motivation
	Types of Conflict:
	   Man vs. man
	   Man vs. self
	   Man vs. society
	   Man vs. nature/supernatural
	   External vs. internal
	Plot Structure:
	   Exposition

| | | Objective summary
Explicit/Implicit | | Inciting incidents
Rising action
Climax
Turning points
Falling action
Resolution
Diction
Formal tone vs. informal tone
Figurative language vs. literal language
Connotation/denotation
Parallel plot
Flashback
Foreshadowing
Dramatic irony
Mystery
Tension/suspense
Surprise
Culture/cultural experience
Narrator's perspective/point of view
Mood
Interpretation
Types of artistic mediums
Allusion
Original source | |

HOW DO WE KNOW STUDENTS HAVE LEARNED?

UNIT ASSESSMENT BLUEPRINT

Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Writing	Text types and purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	DOK 3	Argumentative writing		See resource section.
Writing	Production and distribution of writing	Produce clear and coherent writing in which the development,	DOK 3	Argumentative writing		See resource section.

		organization, and style are appropriate to task, purpose, and audience.				
Reading Literature	Key ideas and details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	DOK 3	Argumentative writing		See resource section.
Reading Literature	Key ideas and details	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and how it's shaped and refined by specific details; provide an objective summary of the text.	DOK3	Argumentative writing		
Reading Literature	Key ideas and details	Analyze how complex characters (eg: 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.	DOK3	Argumentative writing		
Speaking and Listening	Comprehension and Collaboration	Initiate and participate	DOK 3	Classroom Discussions		See resource section.

				Socratic Seminar	

FACILITATING ACTIVITIES *Strategies and methods for teaching and learning*			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
Rl.9-10.6	Teacher introduces domain-specific vocabulary.	Students will take notes.	Teacher provides graphic organizer for student.	Students select vocabulary that is new and important to the piece.
RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL. 9-10.9 L.9-10.5 SL. 9-10. 1	Teacher models by reading and annotating a text identifying various literary elements (eg: theme, character, tone, etc.)	Students will identify and apply examples of each of the literary elements appropriate for the text.	Teacher provides a different piece of appropriate reading level.	Students independently find a piece that contains the literary elements.
W.9-10.1	Teacher provides examples and/or models of argumentative analysis.	Students annotate and analyze the effective strategies used in the examples.	Teacher provides specific feedback and allows the students to view more and different types of examples.	Students find and annotate appropriate examples for the writing task.
W.9-10.4 W.9-10.5 W.9-10.6	Teacher models argumentative writing.	Students will write an argumentative paper incorporating	Teacher provides specific feedback for the student to apply (revise).	Students will assist the struggling peers.

		the associated unit vocabulary appropriate for the assignment.		

RESOURCES

ALARP I

Novels	Short Stories	Drama	Poetry
To Kill a Mockingbird *Of Mice and Men* (Supplemental Texts) *Fahrenheit 451* *A Separate Peace* *A Gathering of Old Men* *A Hitchhiker's Guide to the Galaxy*	"The Cask of Amantillado" "The Most Dangerous Game" "The Lottery" "Lamb to the Slaughter" "The Landlady" "The Hitchhiker" "Scarlet Ibis" "Checkouts" "The Necklace" "The Gift of the Magi" "The Split Cherry Tree" "After You, My Dear Alphonse" "Night Drive"	*Romeo and Juliet* (Supplemental Texts) *The Glass Menagerie* *Taming of the Shrew* *A Raisin in the Sun* *Twelve Angry Men*	"The Ex-Basketball Player" "We Wear the Mask" "The Ballad of Birmingham" "I Too Sing America" "Mother to Son" "Crystal Stair" "A Dream Deferred" "I Wandered Lonely as a Cloud" "Richard Cory" "Woodchucks" "Snowy Egret" "The Road Not Taken" "Nothing Gold Can Stay" "Fire and Ice" "The Revenant" "Sympathy" "Fifteen" "Identity" "Hope is a Thing with Feathers" "Uphill" "Blackberry Eating"

ALARP II

Novels	Short Stories	Drama	Poetry
Lord of the Flies *The Odyssey* (Supplemental Texts) *After the First Death*	"Harrison Bergeron" "There Will Come Soft Rains" "All Summer and a Day" "The Lie" "The Veldt"	*A Shakespeare Work* (Supplemental Texts) *Antigone* *Oedipus*	

We Were There *1984* *And Then There Were None* *Animal Farm* *A Lesson Before Dying* *Night* *Things Fall Apart*	"The Censors" "On Shooting an Elephant"	*Othello* *An Enemy of the People* *A Midsummer Night's Dream* *Julius Caesar*	

ADDITIONAL RESOURCES

MLA handbook (Easybib, Noodletools, etc.)

COURSE/GRADE LEVEL: ALARP I			

UNIT TITLE: Nonfiction Analysis	SUGGESTED UNIT TIMELINE: Ongoing

ESSENTIAL QUESTION(S):
How does a writer/speaker use words and choose events for a specific purpose?
How do events from the past shape our understanding of the world today?
How do effective student speakers and student writers structure their ideas to support their individual claims and convey their understanding of the material?

WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?			
REFERENCE/ STANDARD	STANDARDS: *Content specific standards and those from other disciplines that will be assessed (formatively and summatively) in this unit.*	MAJOR STANDARD	SUPPORTING STANDARD
RI.1.9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	
RI.2.9-10	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.	x	
RI.3.9-10	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.		x
RI.4.9-10	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).		x
RI.5.9-10	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).		x
RI.6.9-10	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.		x
RI.8.9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	X	
RI.10.9-10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.	X X	
W.1.9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X	
W.2.9-10	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.	X	
W.4.9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X

W.7.9-10	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.		X
W.9.9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	
L.1.9-10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		X
L.2.9-10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		X
L.3.9-10	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.		X
L.4.9-10	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.		X
L.6.9-10	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.		X

UNIT DESCRIPTION:

Students will focus on selecting and analyzing appropriate nonfiction pieces correlating to self -selected research topics; select one and produce a written analysis. (Optional: Students may produce an analytical speech: link to speech unit)

UNIT VOCABULARY

Academic Language	Content Vocabulary
Nonfiction	Author's Purpose
Textual evidence/supporting details	Figurative meanings
Fact vs. opinion	Connotative/Denotative meanings
Inference	Tone
Implicit vs. explicit	Technical jargon
Central idea	Diction
Objective/subjective	Context clues
Summary vs. paraphrase	Claim/idea/argument/counterclaim
Citing sources	Logical Fallacies (False Dilemma, Bandwagon, Red Herring, Slippery Slope, Ad hominem)
Plagiarism	Delineation
	Formal/informal style
	Modes: informative/explanatory and argumentative
	MLA format/
	Synthesis

						Bias Purpose Structure Point of view Rhetoric Syntax Audience

HOW DO WE KNOW STUDENTS HAVE LEARNED?

UNIT ASSESSMENT BLUEPRINT

Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Writing	Text Types and Purposes Production and distribution of writing Research to build and present knowledge	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.	4	Argumentative Writing Informational/explanatory Writing Speech optional (see speech unit)		

FACILITATING ACTIVITIES *Strategies and methods for teaching and learning*			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
RI.1.9-10 RI.2.9-10 RI.3.9-10 RI.4.9-10 RI.5.9-10 RI.6.9-10 RI.8.9-10 W.1.9-10 W.2.9-10 W.4.9-10 W.7.9-10 W.9.9-10 L.1.9-10 L.2.9-10 L.3.9-10 L.4.9-10 L.6.9-10	Current Events Assignment: Teacher introduces any necessary unit vocabulary. Teacher introduces tone. Teacher introduces 3 main purposes of writing: entertain, persuade, and inform and gives example of how material might be changed for each delivery purpose.	Flipped classroom: student takes notes. Students practice tone with voice lessons. Students practice writing own paragraphs depicting a tone word. Student reads an article and practices with writing how the tone develops the central idea in the passage. Student looks at an article and determines purpose. Students discuss how they know the purpose.	Conference with teacher Provide alternate tone/purpose practice. Provide sample tone/purpose analyses.	Challenge students to find two articles about the event and compare/contrast tone/purpose. Have students model their exemplary analysis of tone/purpose. Exchange extension with another student and critique each extension with a partner.

	Teacher assigns nonfiction analysis.	Student chooses nonfiction piece and identifies central idea, determines purpose and how tone creates the central idea in written form.		
Same as above	Tone/Purpose Timed Write: Give students a teacher selected article. Give students a different teacher selected article and a timed write prompt addressing purpose and tone.	Students practice summary, purpose and tone. Discuss. Students analyze piece and support arguments regarding purpose and tone.	Provide graphic organizer to help structure thoughts prior to writing.	Give a scoring guide for students to score each timed write.
Same as above	Nonfiction Book Journal: Teacher provides students with guided questions to derive deeper meaning from nonfiction texts.	Students answer questions with supporting evidence and explanations of why supporting evidence has been chosen.	Give samples to model for student.	Have student create alternate questions and then provide supporting evidence and explanations of why supporting evidence has been chosen.
	Current Events Speech (see speaking unit)			

RESOURCES
District library databases
Student selected texts and articles
Teacher selected articles
Tone exercises (voice lessons)
Purpose examples and exercises

COURSE/GRADE LEVEL: ALARP I			

UNIT TITLE: Research	SUGGESTED UNIT TIMELINE: Ongoing		

ESSENTIAL QUESTION(S):
Why is it important to consult a variety of sources? How do you determine if a source is credible?
How can a research question guide your claims within your research?
Why is it important to have supporting evidence when making a claim?

WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?			
REFERENCE/ STANDARD	STANDARDS: *Content specific standards and those from other disciplines that will be assessed (formatively and summatively) in this unit.*	MAJOR STANDARD	SUPPORTING STANDARD
RI.1.9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	
RI.2.9-10	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.	X	
RI.3.9-10	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.		X
RI.4.9-10	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).	X	
RI.5.9-10	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).	X	
RI.6.9-10	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.		X
RI.7.9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	X	
RI.8.9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	X	
RI.9.9-10	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.		X
W.1.9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X	

W.2.9-10	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.	X	
W.4.9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X
W.5.9-10	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.		X
W.6.9-10	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.		X
W.7.9-10	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.	X	
W.8.9-10	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.	X	
W.9.9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	
W.10.9-10	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.		X
L.1.9-10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		X
L.2.9-10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		X
L.6.9-10	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.		X

UNIT DESCRIPTION:

Students will focus on selecting and analyzing appropriate nonfiction pieces correlating to self -selected research topics. Students will evaluate sources for credibility and bias and communicate their findings in written and spoken forms. They will compose an appropriate claim to a comprehensive answer to their self-generated research question. This research will consider a variety of perspectives about the topic. (Students will share their findings in speech format; see speaking unit for details)

UNIT VOCABULARY

Academic Vocabulary	Content Vocabulary
Textual Evidence/supporting details	Objective/subjective
Fact vs. opinion	Author's purpose
Inference	Technical jargon
Implicit/Explicit	Tone
Central idea	Diction
Claim	Audience
Argument	Syntax
Summary, paraphrase, quote	Mediums

		Plagiarism			Research process
					• Finding sources
					• Note taking
					• MLA format
					• Citing sources
					Bias
					Logical fallacies

HOW DO WE KNOW STUDENTS HAVE LEARNED?

UNIT ASSESSMENT BLUEPRINT

Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Reading Information Texts	Key Ideas and Details Integration of Knowledge and Ideas	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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). Analyze in detail how an author's ideas or claims are	4	Project/Work Logs Research Papers Research Notes Annotations of Text Outlines Presentations (see speaking unit) Conferences		

		developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				
Writing	Text Types and Purposes Research to Build and Present Knowledge	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Conduct short as well as	4			

		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. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.			

FACILITATING ACTIVITIES *Strategies and methods for teaching and learning*			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
Assignments Project/Work Logs Research Papers Research Notes Annotations of Text Outlines Presentations (see speaking unit)	Teacher will provide students with a variety of methods for note taking and sharing out research.	Students will take notes and share their progress in research.	Do five practice note cards and bring them in for critique. Do revision on research based on teacher feedback. Provide examples of effective student research. Model note taking using teacher assigned article. Give student a graphic organizer to help them develop categories to organize what to research.	Develop individualized note-taking system. Student will create individualized research question to guide research process. Challenge student to seek out primary sources beyond the PIE interview. Pair student with a struggling student to mentor in the research process.
	Teacher will model ways to discern what is important and what is not important in high level texts.	Students will practice discernment of information.	Provide examples of effective student research.	Student will reinforce presentation skills by modeling his/her research process.
W.9-10.7 W.9-10.8	Teacher models how to create a question and answer it as well as find and analyze sources.	Students will read fictional texts and draw pertinent information to support the purpose of the writing.	Teacher provides a more guided approach to analyzing sources.	Students generate their own research questions and answer them.
RI.1.9-10 RI.2.9-10 RI.3.9-10 RI.4.9-10 RI.5.9-10 RI.6.9-10 RI.7.9-10 RI.8.9-10	Teacher will model and explain writing process for research paper.	Students will write a research paper.	Students write one paragraph of a research paper and submit for teacher or peer feedback. Provide examples of past successful research papers.	Flip argument to show understanding of both sides of the argument. Provide feedback for struggling peers. Use the research to arrive at their own original

RI.9.9-10 W.1.9-10 W.2.9-10 W.4.9-10 W.5.9-10 W.6.9-10 W.7.9-10 W.8.9-10 W.9.9-10 W.10.9-10 L.1.9-10 L.2.9-10 L.6.9-10			Provide graphic organizer/outline to help with structure of research paper. Work with writing center to get more one-one-one guided instruction/feedback.	conclusion through synthesis of information.
	Teacher will provide students with Rockwood research guide and exercises to implement MLA citations.	Students will complete exercises and ask questions.	Librarian will give alternate methods of how to correctly use MLA citation.	Students will help struggling students with MLA format. Students will lead mini-lesson on specific citations.

RESOURCES
Rockwood research paper guide.
Owl Purdue website
Noodle Tools/Easy Bib

ADDITIONAL RESOURCES

COURSE/GRADE LEVEL: ALARP I			
UNIT TITLE: Speaking	SUGGESTED UNIT TIMELINE: Ongoing		

ESSENTIAL QUESTION(S):
How is a speaker's message enhanced by effective public speaking skills and interest/passion for their research?
Why is it important to consider structure and organization when composing a speech?
What forms of media can enhance a speaker's message?
How can a speaker solidify credibility?

WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?			
REFERENCE/ STANDARD	STANDARDS: *Content specific standards and those from other disciplines that will be assessed (formatively and summatively) in this unit.*	MAJOR STANDARD	SUPPORTING STANDARD
SL.2.9-10	Integrate multiple sources of information presented in diverse media or formats(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	X	
SL.3.9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		X
SL.4.9-10	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.	X	
SL.5.9-10	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.	X	
SL.6.9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	
RI.1.9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	
RI.2.9-10	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.		X
RI.3.9-10	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.		X
RI.4.9-10	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).		X
RI.5.9-10	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).		X
RI.6.9-10	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.		X

RI.7.9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (dependent upon student's topic)		X
RI.8.9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		X
RI.9.9-10	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. (dependent upon student's topic)		X
W.1.9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X	
W.2.9-10	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.	X	
W.3.9-10	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		X
W.4.9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	
W.5.9-10.	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.		X
W.7.9-10	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.	X	
W.8.9-10	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.	X	
W.9.9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	
L.1.9-10	Demonstrate command of the conventions of standard English grammar and usage when speaking.		X

UNIT DESCRIPTION:
Students will focus on developing refined verbal and nonverbal presentation skills to effectively convey a variety of messages in a variety of formats. Emphasis will be placed on using multimedia to reinforce claims student has made.

UNIT VOCABULARY

Academic Vocabulary	Content Vocabulary
Credibility	Media
Claim	Validity of media
Evidence	Rhetoric
Reflection	Premises
	Tone
	Diction

						Purpose
						Audience
						Syntax
						Formal/Informal Language
						Narrative
						Dialogue
						Sensory language

HOW DO WE KNOW STUDENTS HAVE LEARNED?

UNIT ASSESSMENT BLUEPRINT

Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Speaking and Listening	Presentation of Knowledge and Ideas Comprehension and Collaboration	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 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. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance	4	Presentations Outlines		

		understanding of findings, reasoning, and evidence and to add interest.			
		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
		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.			
		Produce clear and coherent writing in which the development,			

		organization, and style are appropriate to task, purpose, and audience. 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. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.				

FACILITATING ACTIVITIES *Strategies and methods for teaching and learning*			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
SL.2.9-10 SL.3.9-10 SL.4.9-10 SL.5.9-10 SL.6.9-10 RI.1.9-10 RI.2.9-10 RI.3.9-10 RI.4.9-10 RI.5.9-10 RI.6.9-10 RI.7.9-10 RI.8.9-10 RI.9.9-10 W.1.9-10 W.2.9-10 W.3.9-10 W.4.9-10 W.5.9-10. W.7.9-10 W.8.9-10 W.9.9-10 L.1.9-10	Research Presentation Alteration	After students write first research paper, they prepare it as an engaging speech	Have students do a practice presentation in front of other classmates. Have students tape a practice presentation and watch with peer for feedback. Provide student with an outline structure/graphic organizer Show sample past successful speech. Conference with teacher Pair with older ALARP student for mentoring Have students set individualized goals to target weak areas of presentations	Mentoring a student who is struggling with presentations. Have students set individualized goals to target weak areas of presentations. Provide alternate venues for student to speak (faculty meetings, public settings, etc.) Push students to develop more effective media to augment presentation. Have students develop extemporaneous skills with impromptu speeches. Have students create multiple introduction and conclusions. Have students develop different presentations for varying audience or purpose and have them tailor speech to fit needs.
same as above	Student introductory speech	Student interviews a fellow student and prepares a short speech introducing him or her to the	Same as above	Same as above

		class.		
		Student finds objects to place in a bag to introduce themselves to the class.		
		Student chooses a song that defines them and presents to the class.		
same as above	Current event presentation	Students research a self-selected current article connected to their topic and give a summary as well as analyzing tone and purpose.	Same as above	Same as above
same as above	Film analysis Teacher lectures on film terminology	Students prepare a speech analyzing the cinematography of a topic related film and integrate a video clip to enhance presentation's claim.	Same as above	Same as above
same as above	Background Speech	Students share a portion of their research and construct a piece of media.	Same as above	Same as above
same as above	Claim/counter claim speech	Students argue claim or counter claim to persuade the audience's perception.	Same as above	Same as above
same as above	Book Talk	Students create questions surrounding central idea of nonfiction book to host a discussion with class.	Same as above	Same as above

same as above	Debate	Students choose two sides of their topic and create research for both sides. Student also creates questions in order to debate back and forth. Student hosts a debate between other classmates.	Same as above	Same as above
same as above	Radio Broadcast	Have students choose a day or create a day that is important to topic and present in a radio broadcast style.	Same as above	Same as above
same as above	Improving One Aspect Presentation	Choose one aspect of final presentation that is weak and have student improve upon and present.	Same as above	Same as above
same as above	Impromptu speeches	Student will work on developing a fluid presentation style and nonverbal delivery with little to no preparation time for content.	Same as above	Same as above
same as above	Dress Rehearsal/Dry Run	Students will practice their final presentation before classmates and teacher before judges at the end of the year.	Same as above	Same as above
same as above	Business Proposal	Students introduce proposed topic through a speech where they are selling their topic.	Same as above	Same as above
same as above	Involving the Audience (Minute to Win It)	Students create a way to involve audience in order to enhance the argument they are making throughout	Same as above	Same as above

		the year.		
same as above	Artwork Presentation	Students will choose a piece of artwork to analyze and make connections to topic and argument they are making about their topic.	Same as above	Same as above
same as above	TV Show	Students will read an autobiography or biography about a person related to their topic and creates a TV show based on a claim in regards to topic.	Same as above	Same as above
same as above	Final Presentation	Students create a multi-media presentation that is based on a claim judged by other teachers, counselors, principals, and former ALARP students.	Same as above	Same as above

RESOURCES
Text

ADDITIONAL RESOURCES

COURSE/GRADE LEVEL: ALARP I and II			

UNIT TITLE: 1st Semester Final Exam • Final Presentation 2/3 of final exam grade • Written final 1/3 of final exam grade	SUGGESTED UNIT TIMELINE:		

ESSENTIAL QUESTION(S):
How is the speaker's message enhanced by effective public speaking skills and interest/passion for their research?
Why is it important to consider structure and organization when composing a speech?
What forms of media can enhance a speaker's message?
Why is it important to have supporting evidence from a variety of sources when making a claim?
How does a writer/speaker use diction and details for a specific purpose?
How do authors use literary techniques and devices to establish and develop larger ideas such as theme?

WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?			
REFERENCE/ STANDARD	**STANDARDS:** *Content specific standards and those from other disciplines that will be assessed (formatively and summatively) in this unit.*	**MAJOR STANDARD**	**SUPPORTING STANDARD**
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.	X	

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.	X	
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	X	
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.)	X	
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	X	
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	X	

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.	X	
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).	X	
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	X	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	X	
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.	X	

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.	X	
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).	X	
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	X	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	

	HOW DO WE KNOW STUDENTS HAVE LEARNED?					

UNIT ASSESSMENT BLUEPRINT

Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Speaking and Listening	Comprehension and Collaboration	SL.9-10.2	4	Final Presentation	1	2/3 of final exam grade
Speaking and Listening	Presentation of Knowledge and Ideas	SL.9-10.4 SL.9-10.5 SL.9-10.6				
Reading Informational Text	Key Ideas and Details	RI.9-10.1 RI.9-10.2				
Reading Informational Text	Integration of Knowledge and Ideas	RI.9-10.7				
Language	Conventions of Standard English	L.9-10.1	2/3	Multiple choice	varies	10% of 1/3 of final exam grade

Reading informational text	Key Ideas and Details	RI.9-10.1 RI.9-10.2 RI.9-10.3	3	Short answer or multiple choice	varies	20% of 1/3 of final exam grade
	Craft and Structure	RI.9-10.4				
	Integration of Knowledge and Ideas	RI.9-10.8				

Reading literature	Key Ideas and Details	RL.9-10.1 RL.9-10.2	3	Short answer or multiple choice	varies	20% of 1/3 of final exam grade
	Craft and Structure	RL.9-10.4				

Writing	Text Types and Purposes	W.9-10.1	3/4	Essay or paragraphs	varies	50% of 1/3 of final exam grade
	Production and Distribution of Writing	W.9-10.4				
	Research to Build and Present Knowledge	W.9-10.9				

ALARP I Resources

Literary Strands: Poetry, essays, primary documents, speeches, historical accounts, works of art, maps, political cartoons, dramas, instructions/directions, feature articles, digital text, timelines.

Literary Strands are linked to Required Texts/Periods

To Kill a Mockingbird			
Title	Author/ Artist	Literary Genre	Abstract/ Summary
Strange Fruit		lyrical	Describes racial conflicts/problems of deep south
Scottsboro Boys Trial Background http://law2.umkc.edu/faculty/projects/ftrials/scottsboro/sb_acct.html	Douglas O. Linder	Non-fiction/article	Gives background info on the trial which inspired TKAM
Emett Till Video		Video	Part of the inspiration for Harper Lee
Harper Lee Biography http://www.biography.com/people/harper-lee-9377021		video	Mini bio of Harper Lee. Pretty good!
AFI 100 Years… 100 Heroes and Villains http://www.afi.com/100	American Film Institute	Article	Article names Atticus Finch as the number one hero in movies. Students can write an analysis essay about what makes Atticus a hero

years/handv.aspx			
The Big Read http://www.neabigread.org/books/mockingbird/teachers-guide/	NEA	teacher resources/ historical background	
Trials and Tribulations http://learning.blogs.nytimes.com/2005/06/15/trials-and-tribulations/	New York Times (The Learning Network)	Lessons on the US justice system	http://learning.blogs.nytimes.com/2005/06/15/trials-and-tribulations/
The Death Penalty in Black and White http://www.deathpenaltyinfo.org/death-penalty-black-and-white-who-lives-who-dies-who-decides#Study_1	Death Penalty Information Center	non-fiction	Examples of racism in US courts and death penalty rates

Romeo and Juliet			
Title	Author/ Artist	Literary Strand	Abstract/ Summary
Pyramid of Hate http://archive.adl.org/education/courttv/pyramid	Anti-Defimation League	non-fiction/ chart	Discusses types of hatred, discrimination, and stereotypes.

_of_hate.pdf			
"Love Story"	Taylor Swift	song	
Titanic	Director James Cameron	movie	Adapts Romeo and Juliet, set in 1910 on the Titanic
Romeo + Juliet	Director Baz Luhrmann	movie	Modern adaptation of the play
Sonnet 130, or "My mistress' eyes are nothing like the sun"	Shakespeare	poem	Speaker uses atypical metaphors to describe "his mistress"
Shakespearean Insult Kit http://www.pangloss.com/seidel/shake_rule.html		list	students use Shakesperean language to create insults
Text message adaptation http://laughterthebestmedicine.blogspot.com/2007/04/romeo-and-juliet-text-message-version_3395.html		adaptation/ play	The end of the play adapted and summarized in text message speak.

Of Mice and Men			
Title	Author/ Artist	Literary Strand	Abstract/ Summary

"To a Mouse"	Robert Burns	poem	A poem told from the point of view of Robert Burns who has destroyed the home of a mouse. The poem deals with the inevitability of destroyed plans. Compare to the same theme of OMAM (Steinbeck took the title from a line in this poem).
"The Death of the Hired Man"	Robert Frost	poem	A domestic epic dealing with a migrant worker who wants to return to his former employer; the employer does not want to take him back but the wife is sympathetic to the migrant worker.
"The Death Penalty Should Not Be Applied to the Mentally Retarded" (available on *Opposing Views* database)	Nat Henthoff	article	Court cases examples of the death penalty
Life in the 1930s http://kclibrary.lonestar.edu/decade30.html		Website	Describes life in the 1930s
The Great Depression http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-great-depression/	PBS	website	Historical background
John Steinbeck Biography http://www.nobelprize.org/nobel_prizes/literature/laureates/1962/steinbeck-bio.html		Website	Author bio

Mental Retardation http://medical-dictionary.thefreedictionary.com/mental+retardation		Website	Background on mental retardation
My Sister's Keeper	Jodi Picoult	novel	young adult novel that relates to theme of responsibility vs. freedom
Barack Obama's speech at the Democratic Convention 2004	Barack Obama	speech	relates to theme of responsibility vs. freedom
Tortilla Curtain	T.C. Boyle	novel	Modern Day Grapes of Wrath

ALARP II Resources

Required Text – *Lord of the Flies*			
Title	Author/Artist	Literary Strand	Abstract/Summary
From *Discourse on Equality* Part I	Rousseau	Essay	Discusses the nature of man
From *Leviathan* Ch. XIII	Thomas Hobbs	Essay	
"Thus I Refute Beelzy"	John Collier	Short Story	Allusions to *Lord of the Flies* in the short story
"Can you call a nine year old a sociopath" from *New York Times* May 11, 2012	Jennifer Kahn	Article	Discusses whether kids can do evil things.
	Freud		Discuss the id, ego, superego as they relate to the characters in *Lord of Flies*
"Bleeder"	Stephen Dobyns	Poem	Kid goes to summer camp and the other kids are mean to the boy and want to hurt him. Can be used to show the cruelty of children.
"The History Teacher"	Billy Collins	Poem	Teacher tries to keep the children innocent while they are cruel to one another on the playground.
Alive		Movie	About a plane full of rugby players that crashes and they have to fight for survival.
"Das Bus" Simpson's episode		TV episode	Allusions to *Lord of the Flies*

Odyssey

Title	Author/Artist	Genre	Abstract/Summary
"Circe's Power" and "Circe's Grief"	Louise Gluck	Poem	
"Welcome to Ithaca"	Rebecca Seiferle	Poem	
The Penelopiad	Margaret Atwood	Excerpt from book	Penelope's view of the days that Odysseus was gone on his travels.
From Dante's Inferno—Canto XXVI	Dante	Excerpt from book	Discusses the levels of hell and Odysseus in in hell. Students can look at why Dante would believe Odysseus would end up in hell.
The Odyssey by Penguin or as a free e-book from the Guttenburg Online Library	Translated by A.S. Kline	Book	Prose version of the Odyssey
Monomyth: Steps of a Hero's Journey http://www.mcli.dist.maricopa.edu/ smc/journey/ref/summary.html.		Article	Details the steps of the hero's journey.

"The Things That Carried Him"	Chris Jones	Article	Follows the journey of a soldier's body coming home from war. Note: There are several inappropriate words that may need to be blacked out.
"The of Wife of the Man of Many Wiles"	A.E. Stallings	Poem	Feminist poem from Penelope's perspective
Whale Rider		Movie	Can be used to show the steps of a hero's journey.