

## **Appendix 1: Implementing Common Core Standards**

RL9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

This standard is addressed during a few moments in my curriculum unit. When annotation poetry, students are asked to define words, analyze connotation, tone, mood, and impact.

W1. 9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students will conclude the unit by writing an argumentative essay on the topic of the meaning of art. They will be required to use specific examples which will come from texts used in class and class discussion.

W7.9-10: 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 of the subject, demonstrating understanding on the subject under investigation.

The entire unit is driven by the question, “Can machines think?” and “Does the author’s purpose matter in interpreting text?” We will read poetry, non-fiction, and literary criticism with the intention of determining an answer to this specific question. When they write their argumentative essays, they will be responsible for using evidence from a wide range of sources.

SL1.9-10: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

As can be seen in the Socratic seminar rubric, students will be graded on conduct, speaking, listening, reading, and preparation. As parts of all of these standards, students will need to be articulate, respond to others’ ideas, and connect these questions to a variety of topics that are outside of the English classroom.