

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	9-10
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Standards Relating to Integration of Knowledge and Ideas

9-10.RL.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.

9-10.RL.8 (Not applicable to literature)

9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

Integration of Knowledge and Ideas: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
How and why should students analyze different mediums and source materials an author uses when creating a text?	<p>In comparing and contrasting different mediums, students can evaluate what is effective in the different representation of a scene or subject.</p> <p>Understanding and analyzing the various texts and source material an author uses when constructing a text gives students a deeper and more thorough interpretation of the text.</p>

Learning Progression: Integration of Knowledge and Ideas (9-10.RL.7 9-10.RL.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.7 Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	9-10.RL.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.	11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.
8.RL.8 (Not applicable to literature)	9-10.RL.8 (Not applicable to literature)	11-12.RL.8 (Not applicable to literature)
8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>9-10.RL.7</p> <ul style="list-style-type: none"> Artistic medium/treatment Key scene or subject <p>9-10.RL.9</p> <ul style="list-style-type: none"> Compare and contrast Author intent Alludes Transforms Source material Interpretation 	<p>9-10.RL.7</p> <p>Artists use various mediums to express their perspectives on common subjects and key scenes.</p> <p>9-10.RL.9</p> <p>Literature influences and shapes writers of later generations.</p> <p>Universal themes transcend time and culture.</p>	<p>9-10.RL.7</p> <p>Analyze and compare two common-themed artistic pieces.</p> <p>Interpret the similarities and differences of the two artistic mediums.</p> <p>9-10.RL.9</p> <p>Identify and demonstrate an understanding of the original source material.</p> <p>Draw correlations between theme/topic in the source material and the specific work.</p> <p>Compare and contrast author's intent and purpose in using source material.</p> <p>Draw conclusions about author's intent.</p>

Student Friendly Language
<p>9-10.RL.7</p> <p>I can study two artists' responses toward a common subject or key scene. I can recognize and explain what the artists highlight and what might be missing.</p> <p>9-10.RL.9</p> <p>I can identify information an author pulls from source material (i.e. older (classic) works, historical documentation) to develop his/her own work. I can recognize how an author develops a theme or topic based on source material. I can explain how the author changed the original material to develop his/her own purpose.</p>

Key Vocabulary		
<p>9-10.RL.7</p> <ul style="list-style-type: none"> Treatment Representation Key scene Emphasis Theme Absent Medium 		<p>9-10.RL.9</p> <ul style="list-style-type: none"> Author intent Author purpose Perspective Universal themes Allusion Classic literature Transforms Source material Interpretation

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Individuals interpret an event or subject differently.

Being able to respect differing viewpoints stemming from race, cultural aspects, climate, geography, gender, and background experience is important in becoming a balanced individual.

The media that surrounds us is embedded with allusions to literature. The ability to analyze these allusions and understand for what purpose the author has used them will help us to be more literate consumers of the texts with which we interact daily.

The universal themes expressed in a piece like *Romeo and Juliet* should be recognized in the many forms of contemporary media.

Material can be traced from the *Odyssey* to modern media. We have to learn this to recognize commonalities among different forms of genre, for example, repeated themes. Another example would be the sirens in *The Little Mermaid*, *Pirates of the Caribbean*, and *O Brother, Where Art Thou*.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Integration of Knowledge and Ideas:

9-10.RL.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.

9-10.RL.8 (Not applicable to literature)

9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Minimally analyze the representation of a subject or scene in two various mediums, including the differences in the treatment of each medium; and minimally analyze a variety of related literary texts and evaluate how an author draws on source material to provide a an underdeveloped interpretation of the text. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially analyze the representation of a subject or scene in two various mediums, including the differences in the treatment of each medium; and partially analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a an underdeveloped interpretation of the text. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Analyze the representation of a subject or scene in two various mediums, including the differences in the treatment of each medium; and analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly analyze the representation of a subject or scene in two various mediums, including the differences in the treatment of each medium; and thoroughly analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.