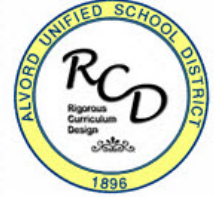




Rigorous Curriculum Design

Unit Planning Organizer



Subject:	English/Language Arts		Grade:	Twelve (12)
Unit Number:	Four (4)	Unit Name:	A Novel Idea (Value of Life Extended)	
Unit Length:	Days: 24 (5 Buffer)	Mins / Day:		
Unit Synopsis:				

ELA CCSS	
Priority Standards	<p>Reading Literature:</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
	<p>Writing:</p> <p>2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
	<p>Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

Reading Literature:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading Informational Text:

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing:

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).
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.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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

Target ELD Standards	Collaborative
	Interpretative
	Productive

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
RL.11-12.2 *Determine * Analyze *Provide	*Two or more themes or central ideas of a text, *Development over the course of the text, including how they interact and build on one another to produce a complex account; * Objective summary of the text.	Analyze	3
RL.11-12. 6 *analyze	*A case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.	Analyze	3
W. 11-12.2 * Write * Examine and Communicate	*Informative/explanatory texts *Complex ideas, concepts, and information clearly and accurately through effective... *selection *organization *analysis	Create	4
SL.11-12. 1 *Initiate and Participate, *Build, *Express	*A range of collaborative discussions. *On others’ ideas *Own ideas clearly and persuasively	Apply	3

Learning Progressions of Skills and Concepts

Anchor Standard	
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Previous Grade	Current Grade	Next Grade
	RL.11-12. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	

Anchor Standard

Previous Grade	Current Grade	Next Grade
	W. 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	

Anchor Standard

Previous Grade	Current Grade	Next Grade
	SL.11-12. 4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.	

Anchor Standard

Previous Grade	Current Grade	Next Grade
	L.11-12. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	

Essential Questions	Corresponding Big Ideas
<i>*Why are themes (patterns of meaning) essential to analysis of a text?</i>	<i>Patterns of meaning (theme and central ideas) develop and interact throughout the texts in complex ways.</i>
<i>*Why don’t authors just say what they mean?</i>	<i>*What is written and what is meant are not necessarily the same.</i>

<p><i>*How do we explain others' ideas in writing?</i></p> <p><i>*Why should I share my ideas with others?</i></p>	<p><i>*Complex ideas from content need to be written clearly and accurately in a structured manner.</i></p> <p><i>*Individuals use group discussion to build on others' knowledge and to express their own ideas.</i></p>
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Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Resources for Vocabulary Development (Strategies, Routines and Activities)	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description:</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers</p>	<p>Test Description:</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers</p>
Scoring Guides and Answer Keys	
Assessment Differentiation	

Students with Disabilities

**Reference IEP
Accommodations**

Modifications

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Create a student panel that discusses whether or not the texts read (novels, short stories) should be included in an anthology based on the theme “The Value of Life.”		Days:
Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		Mins/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Introduce panel protocol (“Thirteen Guidelines for Great Panel Discussions” by Scott Kirsner; www.scottkirsner.com/panels.htm) and rubric (see resources). View (<i>need a video/youtube or...</i>). Make text(s) choices.	Days: 2 Mins/Day: 55 mins
Task 2:	Open-book quizzes; choose a quote on a given page number and discuss the significance that also explains what has transpired prior to this quote. Students are to initially discuss in writing format and then with various partners, verbally discuss.	Days: 15 Mins/Day: 55 mins
Task 3:	Graphic organizers to plan essay, and ultimately, speaking portion of engaging scenario.	Days: 3 Mins/Day: 55 mins
Task 4:	In a well-constructed essay, discuss the way the chosen text(s) apply to the Value of Life unit. The writing component will lead to the speaking portion (the engaging scenario) as students will plan their speaking portion based on the writing. For example: from the novel <i>Frankenstein</i> choose one character (ie: Victor or the Monster) and discuss their roles in the value of life; OR each student reads a different novel/narrative and explains how their chosen texts are applicable to the unit Choose student panels.	Days: 5 Mins/Day: 55 mins
Interdisciplinary Connections	Historical; philosophy	
Scoring Rubric	Writing; oral presentation (see resources)	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability

- Flexibility and Adaptability
- Globally and Financially Literate
- Information and Media Literacy

- Leadership and Responsibility
- _____
- _____

Connections between 21st Century Skills, CCCSS, and Unit Overview:

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1

Task Description	Introduce panel protocol (“Thirteen Guidelines for Great Panel Discussions” by Scott Kirsner; www.scottkirsner.com/panels.htm) and rubric (see resources). View (<i>need a video/youtube or...</i>). Make text(s) choices.	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>		
	Supporting Standard(s)		
	<p>Reading Informational Text:</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Writing:</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA</p> <p>Language:</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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</p>		
	Target ELD Standard(s)		
Essential Question(s)			

Big Idea(s)			
Bloom's	DOK	Scoring Rubric	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Suggested texts from: The Language of Literature: World Literature Classical Age of Greece and Rome: <i>The Iliad</i> (pg. 178) and <i>The Aeneid</i> (pg. 356) The Middle Ages: “The Inferno” (pg. 736) The Renaissance and Enlightenment: “Federigo’s Falcon” (pg. 784) and “The Art of Courtly Love” (pg. 791), “Utopia” (pg. 794), and “Don Quixote” (pg. 828) The Age of Romanticism: “from The Expiation Russia 1812” (pg. 914); The Emergence of Realism: “How Much Land Does a Man Need?” (pg. 958)</p> <p>Suggested narratives and dramas: <i>Hamlet; Macbeth; Frankenstein; A Brave New World; Into the Wild</i></p> <p>Other suggested novels: <i>American Sniper</i> by Chris Kyle; <i>Seal Team Six</i> by Howard E Wasdin and Stephen Templin; <i>The Alchemist</i> by Paulo Coelho; <i>Kindred</i> by Octavia E. Butler; <i>The Help</i> by Kathryn Stockett; <i>Frankenstein</i> by Mary Shelley; <i>The Chosen</i> by Chaim Potok; <i>The Kite Runner</i> by Khaled Hosseini; <i>A Thousand Splendid Suns</i> by Khaled Hosseini; <i>Bless Me, Ultima</i> by Rudolfo Anaya; <i>Jane Eyre</i> by Charlotte Bronte</p>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment

	Reference IEP <i>Accommodations</i>	Emerging	
		Expanding	
		Bridging	
	<i>Modifications</i>		

Scoring Rubric	
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Authentic Performance Task 2

Task Description	Open-book quizzes; choose a quote on a given page number and discuss the significance that also explains what has transpired prior to this quote. Students are to initially discuss in writing format and then with various partners, verbally discuss.	Suggested Length	Days: 15 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>Reading Literature:</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>		
	Supporting Standard(s)		

	<p>Reading Literature:</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Writing:</p> <p>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.</p> <p>Language:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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</p>	
	Target ELD Standard(s)	
Essential Question(s)		
Big Idea(s)		
Bloom’s	DOK	Scoring Rubric

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	Reference IEP Accommodations	Emerging	

	<i>Modifications</i>		
		Expanding	
		Bridging	

Scoring Rubric	
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Authentic Performance Task 3

Task Description	Graphic organizers to plan essay, and ultimately, speaking portion of engaging scenario.	Suggested Length	Days: 3 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>Writing:</p> <p>2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>		
	Supporting Standard(s)		

Reading Literature:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Writing:

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).
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.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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

	Target ELD Standard(s)		
Essential Question(s)			
Big Idea(s)			
	Bloom's	DOK	Scoring Rubric
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment

	Reference IEP	Emerging	
	<i>Accommodations</i>	Expanding	
	<i>Modifications</i>	Bridging	

Scoring Rubric	
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Authentic Performance Task 4

Task Description	<p>In a well-constructed essay, discuss the way the chosen text(s) apply to the Value of Life unit. The writing component will lead to the speaking portion (the engaging scenario) as students will plan their speaking portion based on the writing.</p> <p>For example: from the novel <i>Frankenstein</i> choose one character (ie: Victor or the Monster) and discuss their roles in the value of life; OR each student reads a different novel/narrative and explains how their chosen texts are applicable to the unit</p> <p>Choose student panels.</p>	Suggested Length	<p>Days: 5</p> <p>Mins/Day: 55</p>
Standards Addressed	Priority Standard(s)		
	<p>Reading Literature:</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Writing:</p> <p>2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and</p>		

information clearly
and accurately through the effective selection, organization, and analysis of content.

Speaking and Listening:

1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Supporting Standard(s)

Reading Literature:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading Informational Text:

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing:

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).
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.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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

	Target ELD Standard(s)		
Essential Question(s)			
Big Idea(s)			
Bloom's	DOK	Scoring Rubric	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description: Create a student panel that discusses whether or not the texts read (novels, short stories) should be included in an anthology based on the theme “The Value of Life.”

Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p><i>Reference IEP Accommodations</i></p>	<p>Emerging</p>	
	<p><i>Modifications</i></p>	<p>Expanding</p>	
		<p>Bridging</p>	

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

Successes	Challenges
<p>Student Perspective</p>	

Teacher Perspective		
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