



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	English/Language Arts		Grade:	Twelve (12)
Unit Number:	Unit(5)	Unit Name:	Language, Gender, and Culture	
Unit Length:	Days: 19		Mins / Day:	
Unit Synopsis:	Students will be challenged to consider the concepts of language, gender, and culture through the reading of various articles, excerpts, and novels, through analyzing the texts, and through ethnographic field work and presentations findings.			

ELA CCSS	
Priority Standards	<p>Reading for Information:</p> <ol style="list-style-type: none"> 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. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <p>Writing:</p> <ol style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>Language:</p> <ol style="list-style-type: none"> 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.

Reading for Information:

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.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing:

1. (f) Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
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.
2. (d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
7. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

Speaking and Listening:

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

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.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

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)
RI. 11-12.4 * Determine * analyze	* the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; * how an author uses and refines the meaning of a key term or terms over the course of a text.	Analyze	3
RI. 11-12.5 *Analyze and evaluate	*the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Analyze	3
RI. 11-12.6 *Determine *Analyzing	*Author’s point of view or purpose in a text in which the rhetoric is particularly effective * How style and content contribute to the power, persuasiveness, or beauty of the text.	Analyze	3
RI. 11-12.7 * Integrate and evaluate	*multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Synthesize	4
W. 11-12.1 * Write * Support *Use	* Arguments * Claims in an analysis of substantive topics or texts * Valid reasoning and relevant and sufficient evidence.	Analyze	3
L. 11-12.3 *Apply	*Knowledge of language how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Apply	3

<p>* Vary *Apply</p>	<p>*Syntax for effect, consulting references for guidance *understanding of syntax to the study of complex texts when reading.</p>		
--------------------------	--	--	--

Learning Progressions of Skills and Concepts

Anchor Standard		
Previous Grade	Current Grade	Next Grade
	<p>RI. 11-12.2 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>	

Anchor Standard		
Previous Grade	Current Grade	Next Grade
	<p>RI. 11-12.6 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>	

Anchor Standard		
Previous Grade	Current Grade	Next Grade
	<p>RI. 12-11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 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.</p>	

Anchor Standard		
Previous Grade	Current Grade	Next Grade
	<p>W. 12-11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p>	

	content.	
--	----------	--

Essential Questions	Corresponding Big Ideas
<p><i>*Why is analysis of theme essential to understanding text?</i></p> <p><i>*Why don't authors just say what they mean?</i></p> <p><i>*How do readers understand complex ideas?</i></p> <p><i>*Why is language confusing?</i></p>	<p><i>*Themes develop and interact throughout a text in complex ways.</i></p> <p><i>*What is written and what is meant are not necessarily the same.</i></p> <p><i>*Complex ideas in a text are understood by analyzing the development of specific individuals, events, and ideas.</i></p> <p><i>*Language evolves over time and in different situations.</i></p>

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>AUSD CCSS ELA 12 Unit 4 CFA Post</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers</p>	<p>Test Description:</p> <p>AUSD CCSS ELA 12 ELA UNIT 3 CFA Post</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: Goal: Present findings after having observed and processed the roles of gender and culture and developing skills in understanding the behaviors of others Role: Ethnographer Audience: Symposium Participants (students, teachers, administrators) Situation: The Alvord Ethnographic Researcher's Society Symposium on Language, Gender, and Culture Product/Performance: <ul style="list-style-type: none"> • Informative Writing • Visualize Data (i.e. Charts, Diagrams, Infographics) • Display (i.e. Tri-Fold, PowerPoint, Slideshare, Prezi, Powtoons) • Gallery walk 		Days: Mins/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Mod Activity 15 Twitter Exchange	Using the personas of selected authors from the Language, Gender, and Culture module, students will develop a conversation centered on a topic of choice that addresses the relationships between language, gender, identity, and/or culture for that topic (use language, gender, identity, and culture as a lens).	Days: Mins/Day:
Task 2: Mod Activity 18 Author's Style Instagram	1. In small groups, write a paragraph imitating the style of your favorite author in this group. 2. Once the group has completed their paragraph in one author's style, create a complimentary visual.	Days: Mins/Day:
Task 3: Activity 22	Using a chart (graphic organizer), note the difficulty of vocabulary, sentence length and complexity, method of delivery, topic difficulty, and complexity of argument each author sets forth.	Days: Mins/Day:
Task 4: Argumentative Writing	Students will choose one of the readings from the module and explain the argument that the author makes and discuss the ways in which you agree or disagree with his/her analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.	Days: Mins/Day:
Interdisciplinary Connections	Psychology and Sociology	
Scoring Rubric		
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"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	

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	<p>Choose two or three authors whose text you have read in this module so far, and imagine a conversation that these authors might have together about a given topic. The conversation should include the roles of language, gender, identity, and/or culture as they relate to the topic.</p> <p>You can write this piece in one of several ways: as a conversation between the authors, as if you are the host a radio or TV talk show interviewing these writers as your guests, or as a journalist meeting these authors in a coffee shop or restaurant for an interview.</p> <p>Given what you know about their concerns based on your reading of their texts, try to stay true to their authorial voices and stylistic choices as you write, imagining what they might really want to talk about together.</p> <p>(Composing using another writer’s voice and perspective helps us attend to the unique way each writer puts words, sentences, and paragraphs together as it encourages us to develop greater awareness of how each writer uses language stylistically to convey his or her ideas and persuade others).</p>	Suggested Length	Days: Mins/Day:
Standards Addressed	Priority Standard(s)		
	<p>Reading for Information: 6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Language: 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>		
	Supporting Standard(s)		
	<p>Reading for Information: 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>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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)		
	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Resources and Materials			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i>	Emerging	
		Expanding	
	<i>Modifications</i>		

		Bridging	
--	--	----------	--


Scoring Rubric	 Author Conversation Rubric.doc
-----------------------	--

Authentic Performance Task 2



Task Description	<p>In small groups, revisit your vocabulary and synonym charts from Activities 7 and 13, and together, choose 10-12 words that you find compelling (this may include the synonyms provided or those you added in the third column) to use in a paragraph that you write together imitating the style of your favorite writer in this module.</p> <p>Once you have completed co-authoring your paragraph in one author's style, create a complementary visual—a symbol, scene, image, or comic strip that highlights an important dimension of your paragraph's meaning.</p>	Suggested Length	Days: Mins/Day:
Standards Addressed	Priority Standard(s)		
	<p>Reading for Information:</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.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>		
	Supporting Standard(s)		
	<p>Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Language:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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	 Imitating Author Style and Creating a'
-----------------------	--

Authentic Performance Task 3

<p>Task Description</p>	<p>Part 1: Charting text difficulty: Below is a chart to help you consider some of the features that contribute to how easy or hard a text is to read: (a) difficulty of vocabulary, (b) sentence length and complexity, (c) method of delivery, (d) topic difficulty, and (e) complexity of argument each author sets forth.</p> <p>This table may help you sort out your thinking about how to rank these authors' texts. Use a scale of 1-5, 1 being easy and 5 being difficult; to give a numeric value to each author's text. Then total each author's scores and review your findings.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Ranking Text Difficulty Chart UPDA </div> <div style="text-align: center;">  Ranking Text Difficulty Chart UPDA </div> </div> <p>Part 2: Rank the chosen texts from easiest to hardest and explain and why? How did the ease or difficulty of each reading affect your willingness to consider the authors' arguments? What did you do during your reading to make sure you understood the difficult texts? Be sure to include your evaluation of all the chosen texts.</p>	<p>Suggested Length</p>	<p>Days: Mins/Day:</p>
	<p style="text-align: center;">Priority Standard(s)</p> <p>Reading for Information: 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p style="text-align: center;">Supporting Standard(s)</p> <p>Reading for Information: 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>Writing: 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 style="text-align: center;">Target ELD Standard(s)</p>		

Standards Addressed


Essential Question(s)			
Big Idea(s)			
	Bloom's	DOK	Scoring Rubric
			 SBAC 2 point rubric.docx
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 <i>Accommodations</i>	Emerging	

	<i>Modifications</i>	Expanding	
		Bridging	


Scoring Rubric	 SBAC 2 point rubric.docx
-----------------------	---

Authentic Performance Task 4

Task Description	<p>Write an Argumentative Essay:</p> <p>Students will choose one of the readings from the module and explain the argument that the author makes and discuss the ways in which you agree or disagree with his/her analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.</p>	Suggested Length	<p>Days:</p> <p>Mins/Day:</p>
Standards Addressed	Priority Standard(s)		
	<p>Writing:</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
	Supporting Standard(s)		
	<p>Writing:</p> <p>1. (f) Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p>		
	Target ELD Standard(s)		

Essential Question(s)			
Big Idea(s)			
	Bloom's	DOK	Scoring Rubric
			 EPT 6 Point Analytic Rubric -- 2014 Update
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks) http://people.wku.edu/darlene.applegate/archlabmethods/labs/lab5/lab5.html https://answers.yahoo.com/question/index?qid=20090316225229AAaUxQs		
	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Resources and Materials			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment

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

Scoring Rubric	 EPT 6 Point Analytic Rubric -- 2014 Update
-----------------------	--

Engaging Scenario

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

Congratulations! You have been accepted into The Alvord Ethnographic Researchers Society. The society will be holding a symposium on Language, Gender, and Culture in our area on the following date(s): _____. At the symposium, you and your group members will present your findings to your new colleagues. As you enter adulthood and continue to form your own ideas about the world—you will observe and process the roles of gender and culture the rest of your life—this symposium is your opportunity to develop skills in understanding the behaviors of others.

You will need to observe and gather information about a defined group of your choice, consider biases, predispositions toward its members, gender roles, and other characteristics you consider important. You will gather observations and information through the five steps of [ethnographic](#) research--selecting a problem, collecting data, analyzing data, formulating hypotheses, and writing--all happen simultaneously:

- Field notes
- Journal
- Interview
- Social Media Study

Questions to Guide Your Research:

- What community or group needs to be better understood?
- How is the community or group typically understood, and what are the hidden realities and biases?
- Does the community or group have a distinctive language style, use specific culturally valued objects, or dress in particular ways that communicate their feelings about one another or beliefs about the social world?
- Within that community or group, how are male and female roles defined and what are the differences in how they relate and communicate with the opposite gender, as well as the same gender?
- How does this group portray itself through social media (i.e. Twitter, Instagram, YouTube, Facebook, Vine, etc.)?

What you will do:

- Produce Informative Writing
- Visualize Data (i.e. Charts, Diagrams, Infographics)
- Display (i.e. Tri-Fold, PowerPoint, Slideshare)
- Gallery walk

Teacher Notes

1. We recommend that students be allowed to choose their own “defined group” and to actually define the group for themselves. Suggestions may include athletes/jocks, drama kids/performing arts students, “the parking lot crowd”, LGBTQ, nationalities, ethnicities (references learned cultural behaviors based on where and how a group lives), races (references biological differences - mongoloid, neg roid, caucasoid, American Indian, australoid, polynesian), etc.
2. Culture is defined with respect to a group of people who live together. They as a group tend to adopt a similar set of norms by which they live. Culture is the unique way in which people living in a group or in a community react to different circumstances in life. Culture may include ethnic and racial groups, but cultures are not limited to just nationalities, ethnicities, and/or race.
3. Activity 22 is non-negotiable. It must be completed for all of the texts chosen to be used in this unit.
4. The texts required in this unit are “Honor Code”, “His Politeness Is Her Powerlessness”, excerpt from [The Woman Warrior: Memoirs of a Girlhood Among Ghosts](#). The remaining articles to be used can be selected by teachers and/or students.

Strategies for Differentiation

All Students

SWD

ELs

Enrichment

