



# Rigorous Curriculum Design

## Unit Planning Organizer



Subject:	English Language Arts		Grade:	11
Unit Number:	4	Unit Name:	The Politics of Food	
Unit Length:	Weeks: 3	Mins / Day:	50	
Unit Synopsis:	<p>An intensive <b>ERWC</b> Unit designed to allow students to engage with texts, write arguments and synthesize readings. This is focused around the revised ERWC unit entitled “The Politics of Food.”</p> <p>*Please note that the ERWC unit contains over 50 activities, including the essay. All 50 activities were NOT used in construction of this unit.</p>			

ELA CCSS	
<b>Priority Standards</b>	<p>RI 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>RI 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>W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> </ol>
<b>Supporting Standards</b>	<p>RI 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 <i>faction</i> in <i>Federalist</i> No. 10). <b>(See grade 11–12 Language standards 4–6 for additional expectations.) CA</b></p> <p>RI 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.</p> <p>SL 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

<b>Target ELD Standards</b>	<b>Collaborative</b>
	W 1 – Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
	L 1 – Collaborative 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	<b>Interpretative</b>
	L 1, SL 3 – Interpretive 5. Listening actively to spoken English in a range of social and academic contexts
	RI 1, RI 6, L1, RI 5, RI 4 – Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	RI 6, SL 3, RI 4 – Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	SL 3, RI 5, RI 4 – Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	<b>Productive</b>
	L 1 – Productive 9: Expressing information and ideas in formal oral presentations on academic topics
W 1, L 1, L 2 – Productive 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	
W 1, L 1, L 2 – Productive 11. Justifying own arguments and evaluating others’ arguments in writing	
L 1 – Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	

### Unwrapped Priority Standards

<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>“Unwrapped” Concepts (Students need to know)</b>	<b>Bloom’s Taxonomy (Level of Cognitive Rigor )</b>	<b>Depth of Knowledge (Target for Unit Mastery)</b>
RL 1 Cite Support Determine	Textual evidence explicitly, implicitly Analysis of what the text says When the text leaves matters uncertain	4	3
RI 6 Determine Analyze	Author’s point of view or purpose Rhetoric, style and content, power, persuasiveness, or beauty of text	4	3
W 1 Write Support Analyze Use	Arguments Claims Substantive topics Valid reasoning, relevant, and sufficient evidence	6	3


L 1 Demonstrate, Apply Understand Consult	Command of grammar and usage when writing or speaking Usage can change over time and is sometimes contrasted References	3	1
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### Learning Progressions of Skills and Concepts

<b>Anchor Standard</b>	RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
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.	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.	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.	
<b>Anchor Standard</b>	RI 6 Assess how point of view or purpose shapes the content and style of a text.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
RI.9-10.6. 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	RI.11-12.6. 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.	RI.11-12.6. 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.	
<b>Anchor Standard</b>	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
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. O A. 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. O B. 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. O C. Use words, phrases, and clauses to	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. O A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. O B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and <b>limitations of both in a manner that</b>	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. O A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. O B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge	


<p>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. O D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. O E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>anticipates the audience’s knowledge level, concerns, values, and possible biases. C. 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). O D. Use words, phrases, and clauses as well as varied syntax 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. O E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. O F. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>level, concerns, values, and possible biases. C. 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). O D. Use words, phrases, and clauses as well as varied syntax 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. O E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. O F. Provide a concluding statement or section that follows from and supports the argument presented</p>
<b>Anchor Standard</b>	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. O A. Use parallel structure.* O B. 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.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. O A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. O B. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. O A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. O B. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>

<b><i>Essential Questions</i></b>	<b><i>Corresponding Big Ideas</i></b>
<ol style="list-style-type: none"> <li>1. How does an author create a credible argument?</li> <li>2. Why do writers use rhetorical devices?</li> <li>3. How are arguments supported?</li> <li>4. When is command of the English language important?</li> </ol>	<ol style="list-style-type: none"> <li>1. Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RI 1)</li> <li>2. An effective argument uses rhetorical devices to meet the author's purpose. (RI 6)</li> <li>3. Arguments must be supported with valid reasons and sufficient evidence. (W 1)</li> <li>4. Command of the English language is important in writing and speaking. (L 1)</li> </ol>

<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
Cite Support Claims Determine Analyze Arguments Explicit Implicit evidence	Point of View Rhetoric Claim Counterclaim Parallel structure Phrases Style Figurative Conventions
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
 Word Matrix.docx	




Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p><b>Description:</b> There is a rapid decline in the health of residents in Riverside that is directly related to their current diets. You have been tasked with creating a <b>TED talk focusing on a new health policy, or plan, to improve the overall health of our Residents.</b> You will serve as researchers, critics, and motivational speakers as you venture through this activity. You will be presenting your TED Talks to your peers and evaluating each other’s learning.</p>		<p>Days: 3</p> <p>Mins/Day: 2</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
<p><b>Task 1:</b></p> <p><b>Product:</b> AVID 6: Writing in the Margins-annotated article</p>	<p><b>Students will read and annotate “The Pleasures of Eating” using the AVID “Writing in the Margin” strategy.</b></p> <p>(Activity 9: Annotating and Questioning the Text of the ERWC Unit)</p>	<p>Days:1</p> <p>Mins/Day:55</p>
<p><b>Task 2:</b></p> <p><b>Product:</b> Says/Means/Matters Chart</p>	<p><b>Students will complete a Says/Means/Matters chart for the text “When Crop becomes King.”</b></p> <p>(Activity 16: SAYS/MEANS/MATTERS CHART of the ERWC Unit)</p>	<p>Days: 2</p> <p>Mins/Day: 55</p>
<p><b>Task 3:</b> Noticing Language- Advertisement</p> <p><b>Product:</b> Advertisement</p>	<p><b>Students will create an advertisement for “If you Pitch it, They Will Eat.”</b></p> <p><b>Noticing Language:</b> Activity 24-Includes advertisement (TASK 3)</p>	<p>Days: 2</p> <p>Mins/Day: 55</p>
<p><b>Task 4:</b> Tree Map Thinking Maps</p> <p><b>Product:</b> Thinking Map</p>	<p><b>Students will create their own “Tree Map”, focused on Ethos, Pathos, Logos evidence, for the articles read so far.</b> The graphic organizer should be a resource for students to see but they should create their own tree map with as many branches/categories that they need. The intent is that the assignment be more than just a graphic organizer. Activity 27 (modified) in ERWC Unit.</p>	<p>Days: 1</p> <p>Mins/Day: 55</p>
<p><b>Task 5:</b> Essay: Policy View Writing</p> <p><b>Product:</b> Essay</p>	<p>Students will write a <b>policy view</b> ERWC style essay.</p> <p><b>ESSAY PROMPT</b> <b>Policy View:</b> In response to the four articles you read in this module, what should policy-makers (politicians, school boards, food safety experts, etc.) do to make the food supply healthy and affordable? You might discuss such issues as food labeling, agricultural subsidies, nutritional education, food inspections, and regulations. You</p>	<p>Days:3</p> <p>Mins/Day: 55</p>

	might also discuss whether certain types of unhealthy foods should be banned from stores, restaurants, or schools. Write an essay in which you describe a policy or a plan that would improve our food supply or the health of the population. In addition to references to one or more of the four articles, support your plan with logical arguments and evidence.	
<b>Task 6:</b> TED Talk (completion of engaging scenario)	<b>Description:</b> There is a rapid decline in the health of residents in Riverside that is directly related to their current diets. You have been tasked with creating a <b>TED talk focusing on a new health policy, or plan, to improve the overall health of our Residents.</b> You will serve as researchers, critics, and motivational speakers as you venture through this activity. You will be presenting your TED Talks to your peers and evaluating each other's learning.	Days:3 Mins/Day: 55
<b>Interdisciplinary Connections</b>	Science	
<b>Scoring Rubric</b>	 criteria_ted_talks.docx	
<b>21<sup>st</sup> Century Skills</b>		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy		
<input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____		
<b>Connections between 21<sup>st</sup> Century Skills, CCSS, and Unit Overview:</b> Students are becoming leaders by communicating and collaborating to inform their peers on food policies. Writing, performing a Ted Talk will require creativity and innovation. Presentation of the Ted Talk will demonstrate comprehension of information and media literacy. Critical thinking and problem solving is necessary in order develop a position for writing the policy. Individuals are held accountable for completing each task as each task leading up to the engaging scenario are instrumental in completing the final product.		
<i>from P21 and Costa &amp; Kallick, 2008, <a href="http://www.p21.org/about-us/p21-framework">http://www.p21.org/about-us/p21-framework</a></i>		



## Authentic Performance Task 1

<b>Task Description</b>	<b>Students will read “The Pleasure of Eating” and apply the AVID writing in the Margins strategy to the text. Students will submit an annotated text created using the AVID writing in the margin strategy.</b>	<b>Suggested Length</b>	<b>Days: 1-2</b> <b>Mins/Day: 55</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	RI 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.		
	<b>Supporting Standard(s)</b>		
	RI 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. SL 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stances, premises, links among ideas, word choice, points of emphasis, and tone used. L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	<b>Target ELD Standard(s)</b>		
Interpretive 5. Listening actively to spoken English in a range of social and academic contexts  Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language  Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area  Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area  Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology  Productive 11 Justifying own arguments and evaluating others’ arguments in writing			
<b>Essential Question(s)</b>	How does an author create a credible argument?		
<b>Big</b>	Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RI 1)		

Idea(s)		
Bloom's	DOK	Scoring Rubric
3	2	 Writing in the Margins rubric.docx

**(Suggested Instructional Strategies and Tasks)**

**\*Taken and modified from the ERWC Module “The Politics of Food”-revised edition-suggested only. Please note that the ERWC activities (besides the tasks themselves) do not reflect Common Core strategies. Modifications should be made as appropriate in your daily lessons.**

**Reading: “The Pleasures of Eating”- Wendell Barry****Unit Introduction (Day 1):**

- Activity 1: Homework Assignment possibilities (4)
- Activity 2: Getting Ready to Read; quick write activities (5)
- Activity 3: Exploring Key Concepts: quote discussion (6)

**Getting Ready to Read (Day 2):**

- Activity 4: Surveying the Text (7)
- Activity 5: Making Predictions and Asking Questions (7)
- Activity 6: Understanding Key Vocabulary (8)

**Close Reading (Day 3&4):**

**TASK 1: Activity 9: Annotating and Questioning the Text  
(AVID Writing in the Margins is suggested)**

Activity 10: Analyzing Stylistic choices (17)

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)



CSU\_Politics-of-Food  
\_Reading\_v2\_FINAL.



FoodPolitics-Student  
PDF.pdf







AVID Writing In the  
Margins.pdf

**Strategies for Differentiation**

All Students	SWD	Els	Enrichment
<p><a href="#">..\Resources Folder\Unit 4 resources\Marketing The Text.pdf</a></p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p><a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a></p>	<p>Emerging</p> <p><a href="http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/">http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/</a></p>	<p><a href="#">..\Resources Folder\Unit 4 resources\Textual-Evidence-ELA-Literacy.RL.8.1.pdf</a></p>
	<p><i>Modifications</i></p> <p><a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a></p>	<p>Expanding</p> <p><a href="http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/">http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/</a></p>	
		<p>Bridging</p> <p><a href="http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/">http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/</a></p>	

## Authentic Performance Task 2

Task Description	Students will create their own <b>Says/Means/Matters Chart</b> for the text “When Crop Becomes King.”	Suggested Length	Days:1 Mins/Day:55	
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>			
	RI 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			
	<b>Supporting Standard(s)</b>			
	SL 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			
	<b>Target ELD Standard(s)</b>			
<p>Interpretive 5. Listening actively to spoken English in a range of social and academic contexts</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>				
<b>Essential Question(s)</b>	How does an author create a credible argument?			
<b>Big Idea(s)</b>	Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RI 1)			
<b>Bloom’s</b>		<b>DOK</b>		<b>Scoring Rubric</b>
4		3		 SaysMeansMatters Rubric.docx

<b>Teaching and Learning Sequence</b>	<p><b>(Suggested Instructional Strategies and Tasks)</b></p> <p><b>*Taken and modified from the ERWC Module “The Politics of Food”-revised edition. Please note that the ERWC activities (besides the tasks themselves) do not reflect Common Core strategies. Modifications should be made as appropriate in your daily lessons.</b></p> <p><b>Reading: “When Crop Becomes King”</b></p> <p><b>Getting Ready to Read (Day 5):</b></p> <p style="padding-left: 40px;">Activity 14: Making predictions and Asking Questions Activity 15: Understanding Key Vocabulary</p> <p><b>Reading for Understanding (Day 6)</b></p> <p style="padding-left: 40px;">Activity 17: Annotating and Questioning the Text</p> <p><b>TASK 2: Activity (16) SAYS/MEANS/MATTERS CHART</b></p> <div style="text-align: center; margin: 20px 0;">               Says Means Matters.docx         </div> <p style="padding-left: 40px;">Activity 18: Analyzing stylistic choices</p>			
	<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <div style="text-align: center; margin: 10px 0;">               CSU_Politics-of-Food_Reading_v2_FINAL.         </div> <div style="text-align: center; margin: 10px 0;">               Says means matters.docx         </div>		
<b>Strategies for Differentiation</b>				
<b>All Students</b>	<b>SWD</b>	<b>Els</b>	<b>Enrichment</b>	






<a href="http://www.tolerance.org/supplement/say-mean-matter">http://www.tolerance.org/supplement/say-mean-matter</a>	<b>Reference IEP</b> <i>Accommodations</i>  <a href="http://www.alvordusdrd.com/instructional-strategies.html">http://www.alvordusdrd.com/instructional-strategies.html</a>	Emerging  <a href="..\Resources\Folder\Unit 4 resources\says means matters-differentiation.pdf">..\Resources\Folder\Unit 4 resources\says means matters-differentiation.pdf</a>	<a href="..\Resources\Folder\Unit 4 resources\Rhetorical Precise Template with word bank.docx">..\Resources\Folder\Unit 4 resources\Rhetorical Precise Template with word bank.docx</a>
	<i>Modifications</i>  <a href="http://www.alvordusdrd.com/instructional-strategies.html">http://www.alvordusdrd.com/instructional-strategies.html</a>	Expanding  <a href="..\Resources\Folder\Unit 4 resources\says means matters-differentiation.pdf">..\Resources\Folder\Unit 4 resources\says means matters-differentiation.pdf</a>	
		Bridging  <a href="..\Resources\Folder\Unit 4 resources\says means matters-differentiation.pdf">..\Resources\Folder\Unit 4 resources\says means matters-differentiation.pdf</a>	


<b>Scoring Rubric</b>	 Rubric for Says Means Matters.doc
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## Authentic Performance Task 3

<b>Task Description</b>	Noticing Language-Advertisement "If You Pitch it They Will Eat it"	<b>Suggested Length</b>	<b>Days: 2</b> <b>Mins/Day:</b> <b>50</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	RI 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.		
	<b>Supporting Standard(s)</b>		
	RI 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 <i>faction</i> in <i>Federalist</i> No. 10). <b>(See grade 11–12 Language standards 4–6 for additional expectations.) CA</b>		
	<b>Target ELD Standard(s)</b>		
Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language  Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area  Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area			
<b>Essential Question(s)</b>	Why do writers use rhetorical devices?		
<b>Big Idea(s)</b>	An effective argument uses rhetorical devices to meet the author's purpose. (RI 6)		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>






4	3	 Advertisement.docx	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>Reading: “If you Pitch it, They Will Eat it”</p> <p>Getting Ready to Read: Activity 21: Understanding key vocabulary</p> <p>Reading for understanding: Activity 23</p> <p><b>Noticing Language: Activity 24-Includes advertisement (TASK 3)</b></p> <p>Creating advertisements using positive and negative word choices.</p>		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
	See ERWC Unit   Advertisement.docx		
<b>Strategies for Differentiation</b>			
<b>All Students</b>	<b>SWD</b>	<b>ELs</b>	<b>Enrichment</b>
 ConnotationDenotationLessonGrade8DOE	Reference IEP  <i>Accommodations</i>  <a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a>	Emerging   DenotationConnotationClusters.doc	 Connotation Denotation Enrichmer


 Engagment1.pdf	<p style="text-align: center;"><b>Modifications</b></p> <p style="text-align: center;"><a href="http://www.alvordusdrd.com/instructional-strategies.html">http://www.alvordusdrd.com/instructional-strategies.html</a></p>	<b>Expanding</b>	
<b>Bridging</b>			

<b>Scoring Rubric</b>	 Advertisement.docx
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## Authentic Performance Task 4

<b>Task Description</b>	<b>Tree Map Thinking Maps (For Activity 27)</b>  <b>Product: Thinking Map</b>	<b>Suggested Length</b>	<b>Days:2</b>  <b>Mins/Day:55</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>RI 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>RI 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>		
	<b>Supporting Standard(s)</b>		
	<p>RI 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.</p>		
	<b>Target ELD Standard(s)</b>		
	<p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>		
<b>Essential Question(s)</b>	<p>How does an author create a credible argument? Why do writers use rhetorical devices?</p>		
<b>Big Idea(s)</b>	<p>Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RI 1) An effective argument uses rhetorical devices to meet the author’s purpose. (RI 6)</p>		




Bloom's		DOK		Scoring Rubric			
3		3					
<b>(Suggested Instructional Strategies and Tasks)</b>							
<b>Teaching and Learning Sequence</b>	<p><b>Students should pre-read</b> the article, “Big Agriculture Is the Only Option to Stop the World Going Hungry.</p> <p><b>Activity 27 –TASK 4:</b> in the ERWC unit requires students to examine and find various examples of evidence such as Statistics (LOGOS), Imagery (PATHOS), Expert Opinion( ETHOS), Facts (LOGOS), Personal experience (PATHOS&lt;ETHOS), Commonly held assumptions (LOGOS), author’s Opinion (ETHOS). <b>Students should analyze all articles read so far.</b> They should cite the articles on the tree map. It is also suggested that students create their own tree-map on large paper in order to fit all the areas and support. (see example in PDF)</p>						
	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Tree Map-Thinking Map.pdf         </div> <div style="text-align: center;">               Tree MAP Sample.pdf         </div> </div>						
<b>Resources and Materials</b>							
<b>Strategies for Differentiation</b>							
<b>All Students</b>		<b>SWD</b>		<b>ELs</b>		<b>Enrichment</b>	
 Word Matrix.docx		Reference IEP		Emerging			


	<b>Accommodations</b>	 Terms.docx		
	<b>Modifications</b>	<b>Expanding</b>		
		<b>Bridging</b>		

<b>Scoring Rubric</b>	Coming soon
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## Authentic Performance Task 5

<b>Task Description</b>	<b>Essay Policy Writing</b>	<b>Suggested Length</b>	<b>Days: 3</b> <b>Mins/Day:</b> <b>55</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>RI 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>		
	<b>Supporting Standard(s)</b>		
	<p>SL 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
	<b>Target ELD Standard(s)</b>		
<p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>Productive 11 Justifying own arguments and evaluating others’ arguments in writing</p> <p>Interpretive 5. Listening actively to spoken English in a range of social and academic contexts</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>			
<b>Essential Question(s)</b>	<p>How are arguments supported?</p> <p>When is command of the English language important?</p>		

Big Idea(s)	Arguments must be supported with valid reasons and sufficient evidence. (W 1) Command of the English language is important in writing and speaking. (L 1)		
Bloom's	DOK	Scoring Rubric	
4	3	 ERWC Rubric.pdf	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p><b>Getting Ready to Write</b></p> <p>Activity 37 is suggested: Summarizing and Responding</p> <p><b>TASK 5 : Activity 38: students will respond to essay topic #2</b></p> <p><b>Policy View:</b> In response to the four articles you read in this module, what should policy-makers (politicians, school boards, food safety experts, etc.) do to make the food supply healthy and affordable? You might discuss such issues as food labeling, agricultural subsidies, nutritional education, food inspections, and regulations. You might also discuss whether certain types of unhealthy foods should be banned from stores, restaurants, or schools. Write an essay in which you describe a policy or a plan that would improve our food supply or the health of the population. In addition to references to one or more of the four articles, support your plan with logical arguments and evidence.</p> <p>Activities 39-53 will support the writing of the essay. <b>Task 4 will provide needed evidence for the essay.</b></p>		
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p style="text-align: center;">             The Politics of Food Essay Prompt.docx         </p>		
<b>Strategies for Differentiation</b>			
All Students	SWD	ELs	Enrichment
 Overview and Expository SUTW Fin	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations</i></p> <p style="text-align: center;"><a href="http://www.alvordusdrd.com/instructional-">http://www.alvordusdrd.com/instructional-</a></p>	Emerging	

 <p>ivf topic sentence.pdf</p>	<p><a href="http://www.alvordusdrd.com/instructional-strategies.html">strategies.html</a></p> <p><b>Modifications</b></p> <p><a href="http://www.alvordusdrd.com/instructional-strategies.html">http://www.alvordusdrd.com/instructional-strategies.html</a></p>	<p><b>Expanding</b></p>	
		<p><b>Bridging</b></p>	

<p><b>Scoring Rubric</b></p>	 <p>CSU Essay Rubric.doc</p>
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**Task 6: Engaging Scenario**

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

**Description:** There is a rapid decline in the health of residents in Riverside that is directly related to their current diets. You have been tasked with creating a **TED talk focusing on a new health policy, or plan, to improve the overall health of our Residents**. You will serve as researchers, critics, and motivational speakers as you venture through this activity. You will be presenting your TED Talks to your peers and evaluating each other’s learning.

- It is strongly encouraged that students watch the following TED talks and use the TED TALK rubric to evaluate them. Students should produce their own five minute TED TALK, live or recorded. Students should then have the opportunity to score each other’s using the rubric.


[http://www.ted.com/talks/jamie\\_oliver](http://www.ted.com/talks/jamie_oliver)

[http://www.ted.com/talks/birke\\_baehr\\_what\\_s\\_wrong\\_with\\_our\\_food\\_system](http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system)



criteria\_ted\_talks.docx

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
 brainstorming_-_ted_talks_-_kokoski.pdf	<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
Student Perspective		
Teacher Perspective		

## Appendix A - Unit 4 Reference Guide

Subject:	English Language Arts		Grade:	11
Unit Number:	4	Unit Name:	The Politics of Food	
Unit Length:	Weeks: 3		Mins / Day: 50	
Unit Synopsis:	<p>An intensive <b>ERWC</b> Unit designed to allow students to engage with texts, write arguments and synthesize readings. This is focused around the revised ERWC unit entitled "The Politics of Food."</p> <p>*Please note that the ERWC unit contains over 50 activities, including the essay. All 50 activities were NOT used in construction of this unit.</p>			

Engaging Scenario/TASK 5			
Description:			Days: 5 Mins/Day: 55
Authentic Performance Tasks	Description	Standards	Essential Question
Days: 3-4 <b>Task 1:</b> <b>Product:</b>		ELA Priority:  ELA Supporting:	
Days: 2-3 <b>Task 2:</b> <b>Product:</b>		ELA Priority:  ELA Supporting:	
Days: 2-3 <b>Task 3:</b> <b>Product:</b>		ELA Priority:  ELA Supporting:	
Days: 4-5 <b>Task 4:</b> <b>Product:</b>		ELA Priority:  ELA Supporting:	