



# Rigorous Curriculum Design

## Unit Planning Organizer



Subject:	ELA		Grade:	11
Unit Number:	5	Unit Name:	American Dream	
Unit Length:	Weeks: 6		Mins / Day: 50	
Unit Synopsis:	This is a thematic unit focused on the topic of The American Dream and includes non-fiction, poetry, fiction, an interview, and an expository essay. Students will compose a comprehensive anthology with the readings and writings from the unit.			

ELA CCSS	
<b>Priority Standards</b>	RL 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.
	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.
	W 2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA
	SL 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.
	L 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.

<b>Supporting Standards</b>	<p>RL 3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA</p> <p>RL 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>W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>SL 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p> <p>L 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.</p> <p>L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<b>Target ELD Standards</b>	<p><b>Collaborative</b></p> <p>Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>Collaborative 2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><b>Interpretative</b></p> <p>Interpretive 5 Listening actively to spoken English in a range of social and academic context</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> <p><b>Productive</b></p> <p>Productive 9 Expressing information and ideas in formal oral presentations on academic topics</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>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>

## 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 2 Determine Analyze  Provide	Two or more themes/central ideas The development over course of the text How they interact and build on one another Objective summary of the text	4 Analyze	3 Strategic Thinking/ Reasoning
RI 6 Determine Analyze	Author’s point of view or purpose Rhetoric, style and content contribute to power, persuasiveness, or beauty of text	4 Analyze	3 Strategic Thinking/ Reasoning
W2 Write Examine and Convey Select/organize/analyze	Explanatory texts Complex ideas, concepts, information content	4 Analyze	3 Strategic Thinking
SL 1 Initiate Participate Build Express	discussions with diverse partners, over topics, texts, issues  On other’s ideas Clearly and persuasively	2 Apply	Skills and Concepts
L 3 Apply Understand Make Comprehend Vary Consult Apply	Knowledge of language How language functions in different contexts Effective choices for meaning or style More fully when reading or listening Syntax for effect References for guidance An understanding of syntax of complex texts	3 Apply	3 Strategic Thinking/Reasoning

Learning Progressions of Skills and Concepts

<b>Anchor Standard</b>	RL 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
RL. 9-10. 2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL. 11-12.2 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.	RL. 11-12.2 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.	
<b>Anchor Standard</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>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 in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RI. 11-12. 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>Anchor Standard</b>	W2: 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.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
W. 9-10. 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. a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied	W. 11-12. 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. a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	W. 11-12. 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. a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	

<p>transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>	<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<b>Anchor Standard</b>	SL 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.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
<p>SL. 9-10. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas</p>	<p>SL. 11-12. 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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when</p>	<p>SL. 11-12. 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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when</p>

<p>and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>Anchor Standard</b>	L3: 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.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
<p>L. 9-10. 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>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.</p>	<p>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.</p>

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. Why are multiple themes important to the text?</li> <li>2. How are rhetorical devices used in an argument?</li> <li>3. How is an effective expository essay written?</li> <li>4. Why is discussion important?</li> <li>5. How is language used?</li> </ol>	<ol style="list-style-type: none"> <li>1. Authors write texts with multiple themes in order to create a complex account. (RL 2).</li> <li>2. An effective argument uses rhetorical devices to meet the author's purpose (RI 6).</li> <li>3. An expository essay uses effective organization, selection and analysis of content (W 2).</li> <li>4. Discussion exposes one to multiple perspectives and helps one learn to communicate ideas (SL 1).</li> <li>5. Language is used in different ways to impact style, meaning and the reader's understanding of the text (L 3).</li> </ol>

<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
Determine Analyze Explanatory Collaborative Objective Aesthetic Nuance Command Grasping Impact	Theme Central Idea Point of View Conventions Style Figurative Language Satire Sarcasm Irony Conventions
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
<a href="https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html">https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</a>	

<b>Unit Assessments</b>	
<b>Pre-Assessment</b>	<b>Post-Assessment</b>
Test Description:  Please see <a href="http://www.alvordschools.org/cfa">http://www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.	Test Description:  Please see <a href="http://www.alvordschools.org/cfa">http://www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.
<b>Scoring Guides and Answer Keys</b>	

**Assessment Differentiation**

**Students with Disabilities**

**Reference IEP  
Accommodations**

**Modifications**



<b>Engaging Scenario Overview</b> <b>(Situation, challenge, role, audience, product or performance)</b>		
Description: Imagine that you are creating an anthology for an 11 <sup>th</sup> grade English course entitled, "Exploring the American Dream." Your job is to create a comprehensive idea of the American Dream. In an effort to better understand the concept of the American Dream, you will include three different literary pieces from multiple genres in the anthology. Your anthology will also include an appropriate photograph for the cover, a written introduction to the anthology, and an interview of a living American Dreamer.		Days: 5 Mins/Day: 55
<b>Engaging Learning Experiences</b> <b>Synopsis of Authentic Performance Tasks</b>		
<b>Authentic Performance Tasks</b>	<b>Description</b>	<b>Suggested Length of Time</b>
<b>Task 1:</b> Peer Interview  <b>Product:</b> Transcript	Students will interview other students on their definition of the American Dream and what it entails. Students will acquire interviewing skills and turn in a transcript of their interview.	Days: 3-4  Mins/Day: 55
<b>Task 2:</b> Essay Analysis  <b>Product:</b> Rhetorical Précis	Students will analyze rhetorical devices used in arguments within expository essays. Students will produce a rhetorical précis.	Days: 2-3  Mins/Day: 55
<b>Task 3:</b> Tracing theme  <b>Product:</b> Analysis paragraph	Students will read and determine two or more themes within a piece of literature. Students will produce an analysis paragraph showing the development of the themes over the course of the text.	Days: 2-3  Mins/Day: 55
<b>Task 4:</b> Defining the American  <b>Product:</b> Expository Essay	Students will write an effective expository essay defining the American dream. Students will present different sources to clarify their definition.	Days: 4-5  Mins/Day: 55
<b>Task 5:</b> (completion of engaging scenario)  <b>Product:</b> Anthology	Students will create an anthology of their American Dream findings from this unit. *See description of the Engaging Scenario*	Days: 5  Mins/Day: 55
<b>Interdisciplinary Connections</b>	Students will make connections with history as they read texts from various time periods and analyze how definitions of the American dream has stayed the same, changed and transformed over time.	
<b>Scoring Rubric</b>	See Resource Folder	

21<sup>st</sup> Century Skills

<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 type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
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**Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:**

By developing interview questions and conducting interviews in and outside of the classroom, students think critically and exhibit problem solving, creativity and innovation. Guided by their own initiative and self-direction, students choose the subjects of their interviews for research purposes. Social and cross-cultural skills are strengthened while conducting interviews with individuals outside of the student's peer group. Students are held accountable for completion of the various tasks and must exhibit self-guided productivity in order to complete the research. Students must communicate and collaborate with others in order to conduct effective interviews and accurately record their findings. Connecting the information learned from their interviews to the various texts in class, students must think critically and problem solve in order to make sense of their American Dream definition and prove their argument in writing.

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

## Authentic Performance Task 1

Task Description	Students will interview other students on their definition of the American Dream and what it entails. Students will acquire interviewing skills and turn in a transcript of their interview.	Suggested Length	Days: 3-4 Mins/Day: 55
Standards Addressed	<b>Priority Standard(s)</b>		
	SL 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.		
	<b>Supporting Standard(s)</b>		
	<p>W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>SL 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>		
	<b>Target ELD Standard(s)</b>		
<p>Collaborative</p> <p>1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive</p> <p>5 Listening actively to spoken English in a range of social and academic context</p> <p>Productive</p> <p>10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>			
Essential Question(s)	Why is discussion important?		
Big Idea(s)	Discussion exposes one to multiple perspectives and helps one learn to communicate ideas (SL 1).		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
2 Apply		Skills and Concepts	See Resource Folder

**(Suggested Instructional Strategies and Tasks)**

Teaching and Learning Sequence

1. Watch video on interview techniques and have students take notes on what makes a good interview

See Resource: <..\Resources Folder\Unit 5 resources\Task 1 Interview\Task 1 Notes on Interview Clips.docx>

2. Compose Interview questions - Five questions
3. Practice interview in class based on attributes pulled from video. In pairs, students will interview their peers using questions they developed prior to the day of interview.  
(Examples: What is your definition of the American Dream? How will you achieve it?)
4. During interview students will record their partner’s answers, adding follow up questions as needed.
5. Post interview, students will rewrite their questions and notes into a clear and coherent transcript.
6. PRODUCE: \*Students will turn in transcript of questions and answers\*

Resources and Materials

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

See Resource: <..\Resources Folder\Unit 5 resources\Task 1 Interview\Task 1 Notes on Interview Clips.docx>

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i>	Emerging	

	<i>Modifications</i>	Expanding	
		Bridging	

<b>Scoring Rubric</b>	See Resource Folder
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## Authentic Performance Task 2

<b>Task Description</b>	<b>Students will analyze rhetorical devices used in arguments within expository essays. Students will produce a rhetorical précis.</b>	<b>Suggested Length</b>	<b>Days: 2-3</b> <b>Mins/Day: 55</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<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>L 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>		
	<b>Supporting Standard(s)</b>		
	<p>L 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.</p>		
	<b>Target ELD Standard(s)</b>		
<p>Collaborative</p> <ol style="list-style-type: none"> <li>1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</li> <li>3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> <p>Interpretive</p> <ol style="list-style-type: none"> <li>5 Listening actively to spoken English in a range of social and academic context</li> <li>6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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 are</li> <li>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</li> </ol> <p>Productive</p> <ol style="list-style-type: none"> <li>9 Expressing information and ideas in formal oral presentations on academic topics</li> <li>10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> </ol>			

	11 Justifying own arguments and evaluating others' arguments in writing 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	
<b>Essential Question(s)</b>	How are rhetorical devices used in an argument?	
<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>
3 Apply	3 Strategic Thinking / Reasoning	See resource folder
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>	
	<ul style="list-style-type: none"> <li>• Review rhetorical devices</li> <li>• Annotate expository essay (see American Dream Articles in the resource folder) - pay particular attention to rhetorical devices</li> <li>• Complete a rhetorical précis</li> <li>• PRODUCE: *Product rhetorical précis*</li> </ul>	

<b>Resources and Materials</b>	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Questioning Rhetorical Devices Handout- see resource folder</p> <p><a href="https://prezi.com/kbqrvizfm7js/copy-of-rhetorical-precis/">https://prezi.com/kbqrvizfm7js/copy-of-rhetorical-precis/</a></p> <p>Rhetorical Précis template with word bank- see resource folder</p>
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<b>Strategies for Differentiation</b>
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All Students	SWD	ELs	Enrichment
	<p><b>Reference IEP</b></p> <p><i>Accommodations</i></p>	<p><b>Emerging</b></p>	<p>See Resource Folder for enrichment activity, extended rhetorical analysis.</p>
	<p><b>Modifications</b></p>	<p><b>Expanding</b></p>	
		<p><b>Bridging</b></p>	

<b>Scoring Rubric</b>	See resource folder
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## Authentic Performance Task 3

<b>Task Description</b>	Students will read and determine two or more themes within a piece of literature. Students will produce an analysis paragraph showing the development of the themes over the course of the text.	<b>Suggested Length</b>	<b>Days: 2-3</b> <b>Mins/Day: 55</b>		
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>				
	RL 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.				
	<b>Supporting Standard(s)</b>				
	<p>RL 3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA</p> <p>RL 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>				
	<b>Target ELD Standard(s)</b>				
<p>Interpretive</p> <p>6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>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>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>	Why are multiple themes important to the text?				
<b>Big Idea(s)</b>	Authors write texts with multiple themes in order to create a complex account.				
<b>Bloom’s</b>		<b>DOK</b>		<b>Scoring Rubric</b>	
4 Analyze		3 Strategic Thinking/ Reasoning		See Resource Folder	

**(Suggested Instructional Strategies and Tasks)**

Teaching and Learning Sequence

**\*\*Review or teach theme depending on students' prior knowledge\*\***

- Read short literature piece (see suggested literature)
- Trace two themes within the literature using teacher choice of method:
  - dialectical journal, mind-map, highlighting themes with different colors (This method was used in Unit 2)
  - Use a graphic organizer in conjunction with whichever method chosen above.
- Produce an analysis paragraph of how the two themes impact the text
- PRODUCE \* Analysis paragraph \*

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

Resources and Materials

Novel

The Great Gatsby  
 Huckleberry Finn  
 Grapes of Wrath  
 Of Mice and Men  
 Catcher in the Rye

Poetry

Langston Hughes “A Dream Deferred” “I, too”  
 Anne Sexton “Self in 1958”  
 Walt Whitman

Play

Death of a Salesman  
 A Raisin in the Sun

Theme Video for Review: <https://www.youtube.com/watch?v=9H6GCe7hmmA>

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
	Reference IEP	Emerging	Theme Triangle Enrichment-

*Pre teach or review Theme depending on student's prior knowledge -See resource folder for powerpoint/handouts	<i>Accommodations</i>		<b>See resources</b>
	<i>Modifications</i>	<b>Expanding</b>	
		<b>Bridging</b>	

<b>Scoring Rubric</b>	See Resource Folder
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## Authentic Performance Task 4

<b>Task Description</b>	Students will write an effective expository essay defining the American dream. Students will present different sources to clarify their definition.	<b>Suggested Length</b>	<b>Days: 4-5</b> <b>Mins/Day: 55</b>		
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>				
	W 2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA				
	<b>Supporting Standard(s)</b>				
	W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)				
	<b>Target ELD Standard(s)</b>				
<u>Collaborative</u> 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type) <u>Productive</u> 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas					
<b>Essential Question(s)</b>	How is an effective expository essay written?				
<b>Big Idea(s)</b>	An expository essay uses effective organization, selection and analysis of content.				
<b>Bloom's</b>		<b>DOK</b>		<b>Scoring Rubric</b>	
4 Analyze		3 Strategic Thinking		See Resource Folder	

<b>Teaching and Learning Sequence</b>	<p><b>(Suggested Instructional Strategies and Tasks)</b></p> <p><b>Writing prompt</b></p> <p>The American Dream is an abstract term which has different meanings for different individuals. Because the term has no physical characteristics, the definition of the American dream is based on feelings, and varies depending on the individual’s personal experiences.</p> <p>You will write a definition essay in which you provide a definition of the American dream. Using your own personal understanding explain what the American Dream means by providing specific examples in order to illustrate your definition.</p>
<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>Resources for definition essay:  <a href="http://programs.northlandcollege.edu/owl/Doing%20the%20definition%20essay.htm">http://programs.northlandcollege.edu/owl/Doing%20the%20definition%20essay.htm</a></p> <p>See also powerpoint in resource folder</p>

**Strategies for Differentiation**

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

**Scoring Rubric**

See Resource Folder

## Authentic Performance Task 5 (Engaging Scenario Completion)

<b>Task Description</b>	Imagine that you are creating an anthology for an 11 <sup>th</sup> grade English course entitled, “Exploring the American Dream.” Your job is to create a comprehensive idea of the American Dream. In an effort to better understand the concept of the American Dream, you will include three different literary pieces from multiple genres in the anthology. Your anthology will also include an appropriate photograph for the cover, a written introduction to the anthology, and an interview of a living American Dreamer.	<b>Suggested Length</b>	<b>Days: 5</b> <b>Mins/Day: 55</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	W 2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA		
	<b>Supporting Standard(s)</b>		
	W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)		
	<b>Target ELD Standard(s)</b>		
<u>Collaborative</u> 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type) <u>Productive</u> 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas			
<b>Essential Question(s)</b>	How is an effective expository essay written?		
<b>Big Idea(s)</b>	An expository essay uses effective organization, selection and analysis of content (W 2).		
<b>Bloom’s</b>		<b>DOK</b>	<b>Scoring Rubric</b>
4 Analyze		3 Strategic Thinking	See Resource Folder

<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>
	<u>Completion of Anthology</u>
	Project Cover
	Anthology Introduction
	Text/Genre Pages
	American Dreamer Profile/Interview
Expository Essay	

<b>Resources and Materials</b>	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>
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<b>Strategies for Differentiation</b>
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All Students	SWD	ELs	Enrichment
	<b>Reference IEP</b>	<b>Emerging</b>	
	<i>Accommodations</i>		
		<b>Expanding</b>	
	<i>Modifications</i>		
		<b>Bridging</b>	

<b>Scoring Rubric</b>	See Resource Folder
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**Engaging Scenario**

Detailed Description (situation, challenge, role, audience, product or performance)			
<p>Imagine that you are creating an anthology for an 11<sup>th</sup> grade English course entitled, "Exploring the American Dream." Your job is to create a comprehensive idea of the American Dream. In an effort to better understand the concept of the American Dream, you will include three different literary pieces from multiple genres in the anthology. Your anthology will also include an appropriate photograph for the cover, a written introduction to the anthology, and an interview of a living American Dreamer.</p>			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<p><i>Reference IEP Accommodations</i></p>	Emerging	
	<p><i>Modifications</i></p>	Expanding	
		Bridging	

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 5 Reference Guide

Subject:	ELA		Grade:	11
Unit Number:	5	Unit Name:	American Dream	
Unit Length:	Weeks: 6		Mins / Day: 50	
Unit Synopsis:	This is a thematic unit focused on the topic of The American Dream and includes non-fiction, poetry, fiction, an interview, and an expository essay. Students will compose a comprehensive anthology with the readings and writings from the unit.			

## Engaging Scenario/TASK 5

Description: Imagine that you are creating an anthology for an 11 <sup>th</sup> grade English course entitled, “Exploring the American Dream.” Your job is to create a comprehensive idea of the American Dream. In an effort to better understand the concept of the American Dream, you will include three different literary pieces from multiple genres in the anthology. Your anthology will also include an appropriate photograph for the cover, a written introduction to the anthology, and an interview of a living American Dreamer.			Days: 5 Mins/Day: 55
Authentic Performance Tasks	Description	Standards	Essential Question
Days: 3-4  <b>Task 1:</b> Peer Interview <b>Product:</b> Transcript	Students will interview other students on their definition of the American Dream and what it entails. Students will acquire interviewing skills and turn in a transcript of their interview.	ELA Priority: SL 1  ELA Supporting: W4 & SL 6	Q. Why is discussion important?  A. Discussion exposes one to multiple perspectives and helps one learn to communicate ideas (SL 1).
Days: 2-3  <b>Task 2:</b> Essay Analysis <b>Product:</b> Rhetorical Précis	Students will analyze rhetorical devices used in arguments within expository essays. Students will produce a rhetorical précis.	ELA Priority: RI 6 & L3  ELA Supporting: L4	Q. How are rhetorical devices used in an argument? A. An effective argument uses rhetorical devices to meet the author’s purpose (RI 6).  Q. How is language used? A. Language is used in different ways to impact style, meaning and the reader’s understanding of the text (L 3).
Days: 2-3  <b>Task 3:</b> Tracing theme <b>Product:</b> Analysis paragraph	Students will read and determine two or more themes within a piece of literature. Students will produce an analysis paragraph showing the development of the themes over the course of the text.	ELA Priority: RL2  ELA Supporting: RL3 & RL5	Q. Why are multiple themes important to the text? A. Authors write texts with multiple themes in order to create a complex account. (RL 2).
Days: 4-5  <b>Task 4:</b> Defining the American <b>Product:</b> Expository Essay	Students will write an effective expository essay defining the American dream. Students will present different sources to clarify their definition.	ELA Priority: W2  ELA Supporting: W4	Q. How is an effective expository essay written? A. An expository essay uses effective organization, selection and analysis of content (W 2).