



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	ELA		Grade:	11
Unit Number:	6	Unit Name:	Exploring Choices	
Unit Length:	Days: 5 Weeks (13-18 days minus testing days)		Mins / Day: 50	
Unit Synopsis:	This is a thematic unit focused on exploring the self, and student career and college choices. The unit includes non-fictional text and poetry from the Romantic/Transcendentalist movement.			

ELA CCSS	
Priority Standards	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.
	RI 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.
	W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed
	SL 4 Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument , such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
	RL 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.

- RI 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Target ELD Standards

Collaborative

3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)

Interpretative

5 Listening actively to spoken English in a range of social and academic context

6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Productive

9 Expressing information and ideas in formal oral presentations on academic topics

10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

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

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 1 Cite Support Determine	Textual evidence Analysis of what the text says Where the text leaves matters uncertain	4	3
RI 1 Cite Support Determine	Textual evidence Analysis of what the text says Where the text leaves matters uncertain	4	3
RI 7 Integrate, Evaluate Address, Solve	Multiple sources in different media or formats A problem	5	4
W7 Conduct Answer or solve Narrow or broaden Synthesize Demonstrate	Short and sustained research projects A question or problem Topics as appropriate Multiple sources on the subject Understanding of the subject	3	3
SL 4 Present convey	Information, findings, supporting evidence Clear and distinct perspective	2 Apply	3
L1 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

Learning Progressions of Skills and Concepts

Anchor Standard	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		
Previous Grade	Current Grade	Next Grade	
RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI 1 11-12 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.	RI 1 11-12 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.	
Anchor Standard	RI 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Previous Grade	Current Grade	Next Grade	
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 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	RI.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	
Anchor Standard	W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Previous Grade	Current Grade	Next Grade	
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Anchor Standard	RL 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.		
Previous Grade	Current Grade	Next Grade	
RL.9- 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 1 11-12 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.	RL 1 11-12 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.	

Anchor Standard	SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
Previous Grade		Current Grade	Next Grade
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		SL.11-12.4 Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA	SL.11-12.4 Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
Anchor Standard	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Previous Grade		Current Grade	Next Grade
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.		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.	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.

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> How does textual evidence support an analysis of author's meaning? (RL 1) How do authors communicate their views in a text? (RI 1) Why are multiple media formats important to research? (RI 7) Why is research important? (W 7) How can an effective argument be presented in a speech? (SL 4) Why is command of the English language important? (L 1) 	<ol style="list-style-type: none"> Textual evidence should support the reader's analysis of an author's explicit and implicit meaning. (RL 1) Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RI 1) Multiple media formats can be used to address a question or solve a problem. (RI 7) Questions or problems can be solved through research. (W 7) It is important to verbally express well supported and organized ideas. (SL 4) Command of the English language is important in writing and speaking. (L 1)

Unit Vocabulary Words		
Academic Cross-Curricular Vocabulary (Tier 2)		Content/Domain Specific Vocabulary (Tier 3)
Explicit	Evaluate	Textual Evidence
Implicit	Address	Conventions
Research	Solve	Logical Argument
Cite	Determine	Purpose
Support	Synthesize	Audience
Integrate	Demonstrate	Narrative
Source	Analyze	
Resources for Vocabulary Development (Strategies, Routines and Activities)		
<ol style="list-style-type: none"> "Developing Vocabulary for Learning in Content Areas" http://www.sagepub.com/upm-data/34121_Section1.pdf "Vocabulary Graphic Organizers" https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html 		

Unit Assessments	
Pre-Assessment	Post-Assessment
Test Description: AUSD CCSS ELA 11 UNIT 6 CFA PRE Please see http://www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	Test Description: AUSD CCSS ELA 11 UNIT 6 CFA Post Please see http://www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.
Scoring Guides and Answer Keys	
Assessment Differentiation	
Students with Disabilities	Reference IEP <i>Accommodations</i> http://www.alvordusdrccd.com/instructional-strategies.html
	<i>Modifications</i> http://www.alvordusdrccd.com/instructional-strategies.html

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: You are approaching your senior year and need to choose a career. You will use a self-exploration essay to choose a career that best fits your interests. You will then research various occupations and educational pathways as part of a career plan. Students will complete a portfolio that consists of a self-exploration essay and research paper, and share their findings to their peers.		Days: 5-7 Mins/Day: 55
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: PAPA Square	Students will read an essay and complete a PAPA square being sure to cite evidence to support analysis of the essay.	Days: 2-3 Mins/Day: 55
Task 2: One-Pager	Students will read a piece of literature and complete a “One-Pager” assignment which cites specific evidence to support analysis of the literature.	Days: 2-3 Mins/Day: 55
Task 3: Research Questions and Answers	Students will self-generate research questions about their possible occupation choice and its educational pathway. Students will answer these questions researching a variety of media formats to demonstrate understanding of the occupation and educational pathway.	Days: 4-5 Mins/Day: 55
Task 4: Engaging Scenario Portfolio	Students will complete their portfolio assignment which will include a self-exploration essay, research paper on their chosen occupation and college of interest, and a collage cover.	Days: 5-7 Mins/Day: 55
Interdisciplinary Connections	Thematic link to History through the lens of an historical era; the Romantic period.	
Scoring Rubric	See resource folder	
21 st Century Skills		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input 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"/> _____	
Connections between 21st Century Skills, CCCSS, and Unit Overview:		
Students exhibit creativity and innovation in the process of completing and organizing their research portfolio with a self-exploration essay and creative collage. By developing research questions, students are challenged to think critically and		

problem solve as they discover how well their questions produce responses. In addition, students must be able to exercise flexibility and adaptability through the research process as they discover whether or not their research yields adequate information for their final product and if they must change their direction. This research process will allow students to utilize and strengthen their information and media literacy. Student Initiative and self-direction is necessary for the successful productivity. The final portfolio is used to help hold students accountable for the tasks assigned.

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

Authentic Performance Task 1

Task Description	Students will read an essay and complete a PAPA square being sure to cite evidence to support analysis of the essay.	Suggested Length	Days: 2-3 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	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.		
	Supporting Standard(s)		
	RI 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).		
Essential Question(s)	Target ELD Standard(s)		
	Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
Big Idea(s)	How does textual evidence support an analysis of author's meaning? Textual evidence should support the reader's analysis of an author's explicit and implicit meaning. (RL 1)		
Bloom's	DOK	Scoring Rubric	
4	3	PAPA Square Rubric	

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)			
	<p>Introduce PAPA Square (see resources for template)</p> <ul style="list-style-type: none"> *Recommend modeling one with them- You can use a TED Talk or any other article *PAPA Square Prezi https://prezi.com/apyagytkua1a/papa-square-components/ <p>Students will then read an essay- (see suggested resources- possible small romanticism/transcendentalism unit)</p> <ul style="list-style-type: none"> *Teacher can have students annotate text before completing a PAPA square 			
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)			
	<p>RI 1 from <i>Civil Disobedience</i> Henry David Thoreau</p>			
Strategies for Differentiation				
All Students	SWD	ELs	Enrichment	
PAPA Square Prezi https://prezi.com/apyagytkua1a/papa-square-components/	Reference IEP <i>Accommodation</i> http://www.alvordusdrccd.com/	Emerging http://ausdeld.weebly.com/	Advanced students can complete a PAPA square for two different texts and use the findings to compare the effectiveness of the two texts.	
	<i>Modifications</i>	Expanding		

		Bridging	
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Authentic Performance Task 2

Task Description	Students will read a piece of literature and complete a “One-Pager” assignment which cites specific evidence to support analysis of the literature.	Suggested Length	Days: 2-3 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	RL 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.		
	Supporting Standard(s)		
	RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
	Target ELD Standard(s)		
Essential Question(s)	Q. How does textual evidence support an analysis of author’s meaning? (RL 1)		
Big Idea(s)	A. Textual evidence should support the reader’s analysis of an author’s explicit and implicit meaning. (RL 1)		
Bloom’s		DOK	Scoring Rubric
4		3	Rubric One Pager One Pager Rubric

Teaching and Learning Sequence	<p style="text-align: center;">(Suggested Instructional Strategies and Tasks)</p> <p>Students will read a piece of literature (from romanticism/transcendentalist unit- see suggested resources) and complete a One Pager Assignment being sure that students cite specific examples from the text.</p> <p>(See resource folder for samples and assignment)</p>			
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>RL1 A Psalm of Life Henry Wadsworth Longfellow RL1 from <i>Self Reliance</i> Ralph Waldo Emerson</p>			
Strategies for Differentiation				
All Students	SWD	ELs	Enrichment	
One Pager Task 2	<p style="text-align: center;">Accommodations:</p> <p style="text-align: center;">Reference IEP</p> <p style="text-align: center;">Modifications:</p> <p style="text-align: center;">http://www.alvordusdrccd.com/</p>	<p style="text-align: center;">Emerging</p> <p style="text-align: center;">http://ausdeld.weebly.com/</p>		
		<p style="text-align: center;">Expanding</p>		

		Bridging	
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Authentic Performance Task 3

Task Description	Students will self-generate research questions about their possible occupation choice. Students will answer these questions researching a variety of media formats to demonstrate understanding of the occupation.	Suggested Length	Days: 4-5 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>RI 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.</p> <p>W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
	Supporting Standard(s)		
	<p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>		
	Target ELD Standard(s)		
<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>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>			
Essential Question(s)	<p>1. Q. Why are multiple media formats important to research? (RI 7)</p> <p>2. Q. Why is research important? (W 7)</p>		
Big Idea(s)	<p>1. A. Multiple media formats can be used to address a question or solve a problem. (RI 7)</p> <p>2. A. Questions or problems can be solved through research. (W 7)</p>		
Bloom's	DOK	Scoring Rubric	

5	4	Research Questions Rubric	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>NOTE: This task will be the beginning of students working on their portfolio for the engaging scenario. You may want to begin with the worksheets (see resource folder) to help students in determining their skills with the Skills Identification Worksheet; students can use the Job Values Inventory Worksheet; and then lastly the Career and Education Planning worksheet.</p> <ul style="list-style-type: none"> • After reflecting on their skills and filling in worksheets, students will view videos (link) and choose an occupation and educational pathway (college) to research. • Students will then pose six specific research questions in response to the occupation and educational pathway (college) of their choosing. <ul style="list-style-type: none"> *Three questions about the occupation and three questions about the college. <p>(These questions need to be SELF-CREATED about the CHOSEN occupation and college that the student will be writing about in their research essay that is part of their portfolio.)</p> <ul style="list-style-type: none"> • Students will research the answers to these questions in multiple media formats and will need to use three separate sources to produce these answers. • Sources must be cited correctly and produce a works cited page. https://owl.english.purdue.edu/owl/resource/747/05/ 		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
	Strategies for Differentiation		
All Students	SWD	ELs	Enrichment

Skills Identification Job values Inventory Career and Education Planning	<p>Accommodations</p> <p>Reference IEP</p> <p>Modifications</p> <p>http://www.alvordusdrccd.com/</p>	<p>Emerging</p> <p>http://ausdeld.weebly.com/</p>	<p>Advanced Students can add Post High School research related to chosen career.</p>
		<p>Expanding</p>	
		<p>Bridging</p>	

Authentic Performance Task 4

<p>Task Description</p>	<p>Students will complete their portfolio assignment which will include a research paper on their chosen occupation and college of interest, and a self-exploration essay and a collage cover. Students will also present their findings among student.</p>	<p>Suggested Length</p>	<p>Days: 5-7 Mins/Day: 55</p>
<p>Standards Addressed</p>	<p>Priority Standard(s)</p>		
	<p>SL 4 Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed 		
	<p>Supporting Standard(s)</p>		

	<p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
	Target ELD Standard(s)	
	<p>Collaborative</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>6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive</p> <p>9 Expressing information and ideas in formal oral presentations on academic topics</p> <p>10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11 Justifying own arguments and evaluating others' arguments in writing</p> <p>12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>	
Essential Question(s)	<p>How can an effective argument be presented in a speech?</p> <p>Why is command of the English language important?</p>	
Big Idea(s)	<p>It is important to verbally express well supported and organized ideas. (SL 4)</p> <p>Command of the English language is important in writing and speaking. (L 1)</p>	
Bloom's	DOK	Scoring Rubric

5	4	Proposal Rubric Article Response Rubric Research Rubric	
Teaching and Learning Sequence	<p align="center">(Suggested Instructional Strategies and Tasks)</p> <p>Students will construct their portfolio:</p> <ul style="list-style-type: none"> • Students will write a self-exploration essay. • Students will write a research paper that includes research on their chosen occupation as well as their educational pathway (college) to get there. • Students will create a decorative collage cover <p align="center">(Please see resources for assignment criteria)</p>		
	Resources and Materials	<p align="center">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Occupational Outlook Handbook http://www.bls.gov/ooh/</p> <p>Career One Stop http://www.acinet.org/</p> <p>http://www.collegeforadults.org/career/occupation.html</p>	
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Exploration Portfolio	<p align="center">Accommodations</p> <p align="center">Reference IEP</p> <p align="center">Modifications</p>	<p align="center">Emerging</p> <p align="center">http://ausdeld.weebly.com/</p>	<p>Advanced Students can add Post High School research related to chosen career.</p>

	http://www.alvordusrccd.com/	Expanding	
		Bridging	

Engaging Scenario

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

You are approaching your senior year and need to choose a career. You will use a self-exploration essay to choose a career that best fits your interests. You will then research various occupations and educational pathways as part of a career plan. Students will complete a portfolio that consists of a self-exploration essay and research paper, and share their findings to their peers.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Exploration Portfolio	Accommodations Reference IEP	Emerging http://ausdeld.weebly.com/	Advanced Students can add Post High School research related to chosen career.
	Modifications http://www.alvordusdrccd.com/	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 6 Reference Guide

Subject:	ELA		Grade:	11
Unit Number:	6	Unit Name:	Exploring Choices	
Unit Length:	Days: 5 Weeks		Mins / Day: 50	
Unit Synopsis:	This is a thematic unit focused on exploring the self, and student career and college choices. The unit includes non-fictional text and poetry from the Romantic/Transcendentalist movement.			

Engaging Scenario/TASK 5

Description: You are approaching your senior year and need to choose a career. You will use a self-exploration essay to choose a career that best fits your interests. You will then research various occupations and educational pathways as part of a career plan. Students will complete a portfolio that consists of a self-exploration essay and research paper, and share their findings to their peers.			Days: 5-7 Mins/Day: 55
Authentic Performance Tasks	Description	Standards	Essential Question
Days: 2-3 Task 1: Cite evidence to support analysis of the essay Product: PAPA Square	Students will read an essay and complete a PAPA square being sure to cite evidence to support analysis of the essay.	ELA Priority: RI 1 ELA Supporting: RI 8	Q. How do authors communicate their views in a text? (RI 1) A. Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RI 1)
Days: 2-3 Task 2: Cite specific evidence to support analysis of the literature Product: One-Pager	Students will read a piece of literature and complete a "One-Pager" assignment which cites specific evidence to support analysis of the literature.	ELA Priority: RL 1 ELA Supporting: RL 9	Q. How does textual evidence support an analysis of author's meaning? (RL 1) A. Textual evidence should support the reader's analysis of an author's explicit and implicit meaning. (RL 1)
Days: 4-5 Task 3: Ask and answer research questions Product: Answers to self-generated questions	Students will self-generate research questions about their possible occupation choice and its educational pathway. Students will answer these questions by researching a variety of media formats to demonstrate understanding of the occupation and educational pathway.	ELA Priority: RI 7 & W 7 ELA Supporting:	Q. Why are multiple media formats important to research? (RI 7) A. Multiple media formats can be used to address a question or solve a problem. (RI 7) Q. Why is research important? (W 7) A. Questions or problems can be solved through research. (W 7)
Days: 5-7 Task 4: Engaging Scenario Portfolio Product: Self-exploration essay, research paper, and a collage cover	Students will complete their portfolio assignment which will include a self-exploration essay, research paper on their chosen occupation and college of interest, and a collage cover.	ELA Priority: SL 4 & L 1 ELA Supporting: W 3 & SL 2	Q. How can an effective argument be presented in a speech? (SL 4) A. It is important to verbally express well supported and organized ideas. (SL 4) Q. Why is command of the English language important? (L 1)