**Rigorous Curriculum Design
Unit Planning Organizer**

Subject:	ELA				Grade:	9
Unit Number:	4	Unit Name:	Shakespeare			
Unit Length	Days: 35 (+ 5 buffer days)			Mins / Day: 55 minutes		
Unit Synopsis	Shakespearean drama, the 37 plays written by Shakespeare, includes histories-plays about historical figures-comedies, and tragedies. These plays explore many aspects of human experience. Blank verse, foil characters, soliloquies, asides, and allusions will be explored.					

ELA CCSS
Priority Standards

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.

SL 9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
    b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

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.

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. |

Supporting Standards

RL 9-10.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL 9-10.7- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL 9-10.9- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W 9-10.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
   b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W 9-10.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 9-10.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RL 9-10.10- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L 9-10.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes. CA
   c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

Target ELD Standards	**Collaborative** 1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics **(SL1, L3)** 2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) **(L3)** 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges **(SL 1, SL4b, L3)** 4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) **(L3)** **Interpretative** 5: Listening actively to spoken English in a range of social and academic context **(SL1, L3)** 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **(L3)** 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 **(L3)** 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 **(L3)** **Productive** 9: Expressing information and ideas in formal oral presentations on academic topics **(SL4b, L3)** 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology **(W7, L3)** 11: Justifying own arguments and evaluating others' arguments in writing **(L3)** 12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas **(SL4b, L3)**

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)
SL 9-10.1 Initiate Participate	Collaborative discussions Build on other's ideas clearly and persuasively	Level 3- Apply	Level 3
SL 9-10.4b Plan Memorize Present Convey	Poem, selection, speech, dramatic, soliloquy Recitation Meaning of selection and intent in recitation	Level 5- Evaluate	Level 3
L 9-10.3 Apply Comprehend Write Edit	Language functions in different contexts When reading and listening To conform to MLA guideline	Level 3-Apply	Level 1

W 9-10.7 Conduct Solve Synthesize	Research to answer a question A problem Multiple sources	Level 5-evaluate	Level 7

Learning Progressions of Skills and Concepts

Anchor Standard	SL 1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

Previous Grade	Current Grade	Next Grade
SL 8.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	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. 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. 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. 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 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.	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. 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. b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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 8.4- Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. a) Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.	SL 9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) 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. a) Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) b) Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)

Anchor Standard	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.

Previous Grade	Current Grade	Next Grade
L 8.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Use verbs in the active and passive voice and in the	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	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

conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	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.	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.

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.8.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	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.

Essential Questions	*Corresponding Big Ideas*
SL 9-10.1-Why is it important to know how to effectively participate in discussions with diverse participants and perspectives on diverse topics? SL 9-10.4-Why is it important to know how to clearly and concisely present information orally? L 9-10.3- Why is it important to know how to apply knowledge of language functions in different contexts? W 9-10.7- How do students demonstrate understanding of a research subject?	SL 9-10.1-To gather information from a variety of sources and perspectives, and to be able to build on that information. SL 9-10.4-The ability to give a clear, concise, and effective presentation is important for both college and careers. L 9-10.3- Short research projects are conducted to answer a self-generated question by synthesizing multiple sources on a subject. W 9-10.7- Research answers questions and solves problems through inquiry and use of multiple sources.

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	**Content/Domain Specific Vocabulary (Tier 3)**
accuracy	adverb, conjunctive
analysis	capitalization
analyze	colon
cite	command of conventions
claim	connotative
conform	denotation

context	euphemism
convey	explanatory
credibility	figurative
cumulative	figurative language
delineate	figures of speech
determine	literary nonfiction
discipline	nuance
distorted	oxymoron
diverse	point of view
edit	punctuation
emerge	rhetoric
evaluate	semicolon
evidence	style manual
exaggerated	tone
explicitly	
fallacious	**Romeo & Juliet**
guideline	Feud
inferences	Dignity
inquiry	
integrate	**Shakespeare**
media	Sonnet
objective (summary)	Soliloquy
opinion	Monologue
quantitatively	Dialogue
quotation	Blank verse
refine	Rhyme scheme
reflection	Character Foil
relevant	
substantive	
sufficient	
thorough	
valid	

Resources for Vocabulary Development (Strategies, Routines and Activities)

- Mnemonics
- Vocab-O-Gram Activity
- Vocabulary Frayer
- Vocabulary Flipbook/Foldable
- Vocabulary Around the World
- Vocabulary Examples/Non-examples

- Vocabulary Matrix
- Vocabulary Focus Word Wall
- Vocabulary Word Map

Unit Assessments	
Pre-Assessment	**Post-Assessment**
Test Description: The test is 5 questions, which consists of 4 multiple choice questions and 1 constructed response. Please see http://www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	**Test Description: The test is 5 questions, which consists of 4 multiple choice questions and 1 constructed response.** 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** *Accommodations* See http://www.alvordusdrcd.com/ *Modifications* See http://www.alvordusdrcd.com/5-difficulty.html

Engaging Scenario Overview		
(Situation, challenge, role, audience, product or performance)		
Description: A non-conformist is an individual who refuses to conform to established customs, attitudes, and ideas. This might include: dress, religion, politics, authority, tradition, social norms, and conduct. William Shakespeare is known for going against the established customs of Elizabethan England, often inventing new words and ideas, while questioning the accepted religious beliefs and social customs. In this electronic project or live performance, students will research an individual who is a non-conformist (see above) and create a public service announcement (PSA) (i.e., video, stop motion animation, powtoon, prezi) that informs the audience about the individual, shows how the individual inspired his/her generation, and how the individual helped change the social and cultural norms/behavior of society.		Days: 3 Mins/Day: 55

Engaging Learning Experiences		
Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	**Description**	**Suggested Length of Time**

Task 1:
Shakespeare language through prose/sonnets
	1. Introduction to Shakespeare's language:
	  - Short article on Shakespeare's language
	  - Exercise on rewording simple sentences like Shakespeare (see resources folder)
	
	  2. What is a sonnet? (14 lines, specific rhyme scheme, tells a story, offers a solution)
	Teaching Sonnets Unit Plan-Folger Shakespeare Library
	*www.pbs.org/**shakespeare**/sonnets*
	www.folger.edu/eduLes**Plan**Arch *(achieved lessons on teaching sonnets and other related topics)*
		Days: 4
		Mins/Day: 55

Task 2: Reading & Recitation	1. Select a work(s) of Shakespeare, such as *Romeo and Juliet* or *Midsummer Night's Dream* or a cross-section of sonnets and/or famous soliloquies and monologues (15 days) i. Sonnets 18, 55, 71, 106, 116, 131 (http://poetry.eserver.org/sonnets/) ii. "No Shame But Mine" from *The Taming of the Shrew* iii. "Seven Ages of Man" from *As You Like It* iv. "To Be or Not to Be" from *Hamlet* v. "Friends, Romans, Countrymen" from *Julius Caesar* vi. "If We Spirits Have Offended" from *Midsummer Night's Dream* vii. "Rebellious Subjects" from *Romeo & Juliet* viii. "Art Thou a Man?" from *Romeo & Juliet* ix. "Why, man, he doth bestride the narrow world" from *Julius Caesar* 1. While reading, select a character from the unit text, and track how that character is a non-conformist. Record textual evidence that supports this. Write a reflection on how that character is an example of Shakespeare's	Days: 19 Mins/Day: 55

	non-conformity. 2. Memorize and recite a sonnet/monologue/soliloquy of 10-15 lines (4 days) - Students must convey the meaning of the text through words - Students must use appropriate performance techniques to support and enrich the words they are reciting - Students are highly encouraged to choose the character from step 2.	
Task 3: Notes on credible vs non-credible, and Scavenger Hunt Record Activity	Longevity, peer review, reputation www.bardweb.net Google Scholar Sweet Search Library Databases	Days: 2 Mins/Day: 55
Task 4: Works Cited & Summary	A non-conformist is an individual who refuses to conform to established customs, attitudes, and ideas. This might include: dress, religion, politics, authority, tradition, social norms, and conduct. Research a specific non-conformist, using credible internet sources (i.e., research databases in the library, Sweet Search) and books. Students will need to create an annotated bibliography for their sources.	Days: 2 Mins/Day: 55
Task 5: Writing prompt	Write a 250 word abstract about the person you researched.	Days: 2 Mins/Day: 55
Task 6: Study of PSA format & Storyboard of PSA	Teachers need to introduce the format of a PSA. The website below includes several good examples, lessons/guides, writing and developing storyboards, and characteristics of a PSA. www.rock-your-world.org/how-to-study-public-service-announcements-psas Students, in groups of 2-4, will need to create a storyboard of their PSA, planning out what will be shown before the project is created.	Days: 2-3 Mins/Day: 55

Interdisciplinary Connections	
Scoring Rubric	

21st Century Skills	
☒Creativity and Innovation ☒Critical Thinking and Problem Solving ☒Communication and Collaboration ☒Flexibility and Adaptability ☒Globally and Financially Literate ☒Information and Media Literacy	☒Initiative and Self-Direction ☒Social and Cross-Cultural Skills ☒Productivity and Accountability ☒Leadership and Responsibility ☐_____ ☐_____

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

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

Authentic Performance Task 1

Task Description	1. Intro to Shakespeare's Language through prose and sonnets 2. Reflection on sonnets and non-conformity	**Suggested Length**	Days: 4 Mins/Day: 55

Standards Addressed	**Priority Standard(s)**
	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. 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.
	Supporting Standard(s)

	RL 9-10.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	
	RL 9-10.6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	
	RL 9-10.10- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	
	L 9-10.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
	    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	    c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	    d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

	Target ELD Standard(s)
	Collaborative 2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) **(L3)** 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges **(SL 1, SL4b, L3)** 4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) **(L3)** **Interpretative** 5: Listening actively to spoken English in a range of social and academic context **(SL1, L3)** 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **(L3)** 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 **(L3)** **Productive**

	10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology **(W7, L3)** 11: Justifying own arguments and evaluating others' arguments in writing **(L3)** 12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas **(SL4b, L3)**
Essential Question(s)	L 9-10.3- Why is it important to know how to apply knowledge of language functions in different contexts? SL 9-10.1-Why is it important to know how to effectively participate in discussions with diverse participants and perspectives on diverse topics?
Big Idea(s)	L 9-10.3- To make effective choices for meaning or style and to comprehend more fully when reading or listening. SL 9-10.1-To gather information from a variety of sources and perspectives, and to be able to build on that information.

Bloom's	DOK	Scoring Rubric
L 9-10.3 – Apply **SL 9-10.1 – Strategic Thinking/Reasoning (Level 3)**	L 9-10.3 – Recall & Reproduction (Level 1) **SL 9-10.1 – Strategic Thinking/Reasoning (Level 3)**	

Teaching and Learning Sequence	**(Suggested Instructional Strategies and Tasks)**
	
	1. Intro to Shakespeare's language:
	    - Short article on Shakespeare's Language "Shakespeare's Grammar-Syntax"
	    - A. read and annotate the short article
	    - Exercise on rewording simple sentences like Shakespeare (see resources folder)
	    - Use two "Deciphering Shakespeare" assignments (in resources folder) to give students more practice at rewording Shakespeare's language.
	
	2. What is a sonnet? (14 lines, specific rhyme scheme, tells a story, offers a solution)
	    Teaching Sonnets Unit Plan-Folger Shakespeare Library
	    http://www.pbs.org/shakespeare/educators/language/lessonplan.html
	
	3. Intro to Shakespeare's Theater
	    - Read "Who's That Boy – Boy Actors and Other Strange Things on the Shakespearean Stage" (see resources folder) and answer comprehension questions at end
	    -
	4. Have students write a half-page reflection (their thoughts, questions, and comments) on the excerpts and on the articles presented they read in the previous days.
	    - Have students pair-share, then have one student of each pair stand up and share group responses
	    - If there is time, answer student questions that are brought up during reflection sharing.

Resources and Materials	**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)** 1020_who's_that_boy_boy_actors_and_o Intro to Shakespeare's Langua Shakespeare Syntax Handout.pdf Deciphering Shakespeare.doc Deciphering Shakespeare II.doc

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**

| All students will annotate and analyze the articles, using evidence to support that analysis. | **Reference IEP**
Accommodations
• Pre-teach academic vocabulary
• Provide notes or outline to student for desk use
• Peer/partner tutor
• Recorded or taped lectures/lessons
• Enlarged text
• Graphic Organizer
• Assistance with note taking
• Color-coding
http://www.alvordusdrcd.com/4-input.html

Modifications
• Alternate questions
• Fewer vocabulary
• Pre-filled Graphic Organizer for students to highlight
• Alternate text at lower lexile | **Emerging**

• Realia
• Visual Cues
• Cognates with vocabulary
• Allow highlighting of text
• Scaffold outline or graphic organizer pre-load
• Intentional pairing

Expanding

• Pre-teach academic vocabulary
• Targeted pairing
• Scaffold outline or graphic organizer word bank

Bridging

• Require recursive use of academic language
• Additional direction for graphic organizer | Student selected text

Analysis of concept in film or media |

Scoring Rubric	

Authentic Performance Task 2

Task Description	1. Select a work(s) of Shakespeare, such as *Romeo and Juliet* or *Midsummer Night's Dream* or a cross-section of sonnets and/or famous soliloquies and monologues (15 days) x. Sonnets 18, 55, 71, 106, 116, 131 (http://poetry.eserver.org/sonnets/) xi. "No Shame But Mine" from *The Taming of the Shrew* xii. "Seven Ages of Man" from *As You Like It* xiii. "To Be or Not to Be" from *Hamlet* xiv. "Friends, Romans, Countrymen" from *Julius Caesar* xv. "If We Spirits Have Offended" from *Midsummer Night's Dream* xvi. "Rebellious Subjects" from *Romeo & Juliet* xvii. "Art Thou a Man?" from *Romeo & Juliet* xviii. "Why, man, he doth bestride the narrow world" from *Julius Caesar* 2. Read articles (as a class/individually/in groups) on class & gender in Elizabethan times, so that students have a frame of reference for how Shakespeare's writing illustrates non-conformity - "Class & Gender in Elizabethan Times" (see resources folder) 3. While reading, select a character from the unit text, and track how that character is a non-conformist. Record textual evidence that supports this. Write a reflection on how that character is an example of Shakespeare's non-conformity. 4. Memorize and recite a sonnet/monologue/soliloquy of 10-15 lines individually or a scene as a group (4 days) - Students must convey the meaning of the text through words - Students must use appropriate performance techniques to support and enrich the words they are reciting - Students are highly encouraged to choose the character from step 2.	**Suggested Length**	**Days: 19** **Mins/Day:** 55
Standards Addressed		**Priority Standard(s)**	

Priority Standard(s)

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.

SL 9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
   a. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic

soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)

Supporting Standard(s)

RL 9-10.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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.

W 9-10.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
   b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W 9-10.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RL 9-10.10- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L 9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

Target ELD Standard(s)

Collaborative
1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics **(SL1, L3)**
2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) **(L3)**
4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) **(L3)**

Interpretative

6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **(L3)**

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 **(L3)**

Productive

10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology **(W7, L3)**

12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas **(SL4b, L3)**

Essential Question(s)	SL 9-10.1-Why is it important to know how to effectively participate in discussions with diverse participants and perspectives on diverse topics? SL 9-10.4-Why is it important to know how to clearly and concisely present information orally?
Big Idea(s)	SL 9-10.1-To gather information from a variety of sources and perspectives, and to be able to build on that information. SL 9-10.4-The ability to give a clear, concise, and effective presentation is important for both college and careers.

Bloom's	DOK	Scoring Rubric
SL 9-10.1 – Analyze **SL 9.10-4 - Analyze**	**SL 9-10.1 – Strategic Thinking/Reasoning (Level 3)** **SL 9.10-4 – Extended Thinking (Level 4)**	

(Suggested Instructional Strategies and Tasks)

1. Select a work(s) of Shakespeare, such as *Romeo and Juliet* or *Midsummer Night's Dream* or a cross-section of sonnets and/or famous soliloquies and monologues (15 days)
xix.   Sonnets 18, 55, 71, 106, 116, 131 (http://poetry.eserver.org/sonnets/)
xx.   "No Shame But Mine" from *The Taming of the Shrew*
xxi.   "Seven Ages of Man" from *As You Like It*
xxii.   "To Be or Not to Be" from *Hamlet*
xxiii.   "Friends, Romans, Countrymen" from *Julius Caesar*
xxiv.   "If We Spirits Have Offended" from *Midsummer Night's Dream*
xxv.   "Rebellious Subjects" from *Romeo & Juliet*
xxvi.   "Art Thou a Man?" from *Romeo & Juliet*
xxvii.   "Why, man, he doth bestride the narrow world" from *Julius Caesar*

2. Have students read and annotate articles on class and gender roles in Shakespeare's time (see resources folder). To help students bridge the gap between Shakespeare's world and our own, have students read "The Systemic Crushing of Young Nonconformists and Anti-Authoritarians" (in resources folder). Have students annotate the article using AVID strategies.

3. While reading, select a character from the unit text, and track how that character is a non-conformist. Record textual evidence that supports this. Write a reflection on how that character is an example of Shakespeare's non-conformity.
   - Use the "Character Non-Conformist Graphic Organizer" (see resources folder). Students can continue on their own paper, as needed.
   - If using the sonnets, students can track an idea or theme instead of a character.
   - If using the speeches, students can track the character and have to find evidence that supports the non-conformist nature of that character in the speech.
   - Teacher can provide needed context for the speeches so that students have some additional information. Alternately, students can research that context themselves as homework/mini-research project.

4. Memorize and recite a sonnet/monologue/soliloquy of 10-15 lines individually or a scene as a group (4 days)
   - Students must convey the meaning of the text through words
   - Students must use appropriate performance techniques to support and enrich the words they are reciting
       Students are highly encouraged to choose the character from step 2
   - Introduce recitation rubric to students before due date (see resources folder)

5. Have students watch two different versions of a scene from a play and discuss which one better interprets the play (i.e., characterization, action, conflict, plot, etc.)
   - For example, a teacher reading *Romeo and Juliet* could discuss the function of a prologue with students. Then, having done so, the class could watch two different versions (possibly the 1968 and the 1996) of the prologue to the play and discuss which of the two prologues satisfy the function of a prologue better.
       .

Teaching and Learning Sequence

Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
	Unit 5- Task 2 Recitation Rubric.doc Unit 5- Task 2- Additional reading-No Unit 5- Task 2 Character non-confor R & J Prologue Video Analysis.doc

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
All students will annotate and analyze the articles, using evidence to support that analysis.	**Reference IEP** *Accommodations* • Pre-teach academic vocabulary • Provide notes or outline to student for desk use • Peer/partner tutor • Recorded or taped lectures/lessons • Enlarged text • Graphic Organizer • Assistance with note taking • Color-coding http://www.alvordusdrcd.com/4-input.html *Modifications* • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile	**Emerging** • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing **Expanding** • Pre-teach academic vocabulary • Targeted pairing Scaffold outline or graphic organizer word bank **Bridging** • Require recursive use of academic language • Additional direction for graphic organizer	Student selected text Analysis of concept in film or media

Scoring Rubric	

Authentic Performance Task 3

Task Description	Notes on credible vs non-credible, and Scavenger Hunt Record Activity	Suggested Length	Days: 2
			Mins/Day: 55

<table>
<tr><td rowspan="12">Standards Addressed</td><td colspan="3" align="center">Priority Standard(s)</td></tr>
<tr><td colspan="3">

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.

SL 9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

</td></tr>
<tr><td colspan="3" align="center">Supporting Standard(s)</td></tr>
<tr><td colspan="3">

W 9-10.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

SL 9-10.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

</td></tr>
<tr><td colspan="3" align="center">Target ELD Standard(s)</td></tr>
<tr><td colspan="3">

Collaborative
1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics **(SL1, L3)**
3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges **(SL 1, SL4b, L3)**
4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) **(L3)**

Interpretative
5: Listening actively to spoken English in a range of social and academic context **(SL1, L3)**

Productive
9: Expressing information and ideas in formal oral presentations on academic topics **(SL4b, L3)**
12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas **(SL4b, L3)**

</td></tr>
</table>

Essential Question(s)	SL 9-10.1-Why is it important to know how to effectively participate in discussions with diverse participants and perspectives on diverse topics?

	SL 9-10.4-Why is it important to know how to clearly and concisely present information orally?
Big Idea(s)	SL 9-10.1-To gather information from a variety of sources and perspectives, and to be able to build on that information. SL 9-10.4-The ability to give a clear, concise, and effective presentation is important for both college and careers.

Bloom's	DOK	Scoring Rubric
SL 9-10.1 – Analyze **SL 9.10-4 - Analyze**	**SL 9-10.1 – Strategic Thinking/Reasoning (Level 3)** **SL 9.10-4 – Extended Thinking (Level 4)**	

Teaching and Learning Sequence	**(Suggested Instructional Strategies and Tasks)**
	
	1. Introduce the need for outside information in research assignments
	    A. What do I need to consider about the sources that I use? (Lesson 5A in "Evaluating Credibility of Sources" – see resources folder)
	    B. How do I decide what sources to use for an assignment? (Lesson 5B in "Evaluating Credibility of Sources" – see resources folder)
	        i. "Scavenger Hunt Record Sheet" – way of students analyzing and recording the credibility of sources by looking at the available information for it.
	    C. How might the tone or style of the writing affect its credibility? (Lesson 5C in "Evaluating Credibility of Sources" – see resources folder)
	2. Have each group quickly present most credible source(s) that they found.
	    - "The most credible source that we found was _____ because _____"

Resources and Materials	**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)** Unit 5- Task 3 Evaluating credibility Unit 5 Task 3-SCAVENGER HUNT

Strategies for Differentiation				
All Students	**SWD**	**ELs**	**Enrichment**
All students will annotate and analyze the articles, using evidence to support that analysis.	**Reference IEP** *Accommodations* • Pre-teach academic vocabulary • Provide notes or outline to student for desk use • Peer/partner tutor • Recorded or taped lectures/lessons • Enlarged text • Graphic Organizer • Assistance with note taking • Color-coding http://www.alvordusdrcd.com/4-input.html *Modifications* • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile	**Emerging** • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing **Expanding** • Pre-teach academic vocabulary • Targeted pairing Scaffold outline or graphic organizer word bank **Bridging** • Require recursive use of academic language • Additional direction for graphic organizer	Student selected text Analysis of concept in film or media

Scoring Rubric	

Authentic Performance Task 4

Task Description	A non-conformist is an individual who refuses to conform to established customs, attitudes, and ideas. This might include: dress, religion, politics, authority, tradition, social norms, and conduct. Research a specific non-conformist, using credible internet sources (i.e., research databases in the library, Sweet Search) and books. Students will need to create an annotated bibliography for their sources.	**Suggested Length**	**Days: 2** **Mins/Day:** 55

Standards Addressed	**Priority Standard(s)**
	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. 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.
	Supporting Standard(s)
	RL 9-10.6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. W 9-10.9- Draw evidence from literary or informational texts to support analysis, reflection, and research. W 9-10.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Target ELD Standard(s)
	Collaborative 2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) **(L3)**

	4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) **(L3)** **Interpretative** 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **(L3)** 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 **(L3)** **Productive** 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology **(W7, L3)** 12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas **(SL4b, L3)**
Essential Question(s)	W 9-10.7- How do you conduct a short research project? L 9-10.3- Why is it important to know how to apply knowledge of language functions in different contexts?
Big Idea(s)	W 9-10.7- Short research projects are conduct to answer a self-generated question by synthesizing multiple sources on a subject. L 9-10.3- To make effective choices for meaning or style and to comprehend more fully when reading or listening.

Bloom's	DOK	Scoring Rubric
W 9-10.7 – Create L 9-10.3 – Apply	W 9-10.7 – Extended Thinking (Level 4) L 9-10.3 – Recall & Reproduction (Level 1)	

	(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence	**I.** **Each student needs to choose a non-conformist from the list provided, or choose another one (subject to teacher approval)**
	II. **Research in school library, classroom, or at home**
	III. **Student outlines need to include:**
	     - **Prove that _____ is a nonconformist.**
	     - **Biographical information (when alive, how/when they died)**
	     - **What they are famous for? Examples.**
	     - **How did they resist and oppose society's expectation and customs? Examples.**
	     - **What were the repercussions (positive and negative consequences) of their nonconformity? Give details.**
	IV. **Annotated bibliographies must include:**
	     - **MLA citation**
	     - **Minimum number of sources**
	     - **(see example and rubric in resources folder)**
	V. **Abstract:**
	     - **Students will write a 250 word abstract of their research on a non-conformist.**
	     - Introduce the concept of an abstract to students, and show them the questions that a good abstract should answer (see resources folder)
	     - "How Do I Write an Abstract?"
	     - Use abstract example websites to illustrate to students what an abstract should look like (see resources folder)
	     - "Abstract example website"
	     - Display the rubric on the board/document camera/copies for students, explaining to them how they will be graded. If the teacher wishes, give each student a copy of the rubric to be stapled to the abstract when it is turned in.

	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
Resources and Materials	Unit 5-Task 4- Annotated bibliograph Unit 5-task 5 Non-conformist list.dc ResearchAbstractRu bric.pdf Unit 5-Task 4- Annotated bibliograph HOW DO I WRITE AN ABSTRACT.docx

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
All students will annotate and analyze the articles, using evidence to support that analysis.	**Reference IEP** *Accommodations* • Pre-teach academic vocabulary • Provide notes or outline to student for desk use • Peer/partner tutor • Recorded or taped lectures/lessons • Enlarged text • Graphic Organizer • Assistance with note taking • Color-coding http://www.alvordusdrcd.com/4-input.html *Modifications* • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile	**Emerging** • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing **Expanding** • Pre-teach academic vocabulary • Targeted pairing Scaffold outline or graphic organizer word bank **Bridging** • Require recursive use of academic language • Additional direction for graphic organizer	Student selected text Analysis of concept in film or media

Authentic Performance Task 5

Task Description	Teachers need to introduce the format of a PSA. The website below includes several good examples, lessons/guides, writing and developing storyboards, and characteristics of a PSA. www.rock-your-world.org/how-to-study-public-service-announcements-psas Students, in groups of 2-4, will need to create a storyboard of their PSA, planning out what will be shown before the project is created.	**Suggested Length**	**Days**: 2-3 **Mins/Day:** 55

<table>
<tr><td rowspan="100">Standards Addressed</td><td colspan="3" align="center">Priority Standard(s)</td></tr>
<tr><td colspan="3">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.

SL 9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
  b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

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.</td></tr>
<tr><td colspan="3" align="center">Supporting Standard(s)</td></tr>
<tr><td colspan="3">W 9-10.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL 9-10.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td></tr>
<tr><td colspan="3" align="center">Target ELD Standard(s)</td></tr>
<tr><td colspan="3">Collaborative
1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL1, L3)
2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (L3)
3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL 1, SL4b, L3)
4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L3)

Interpretative
5: Listening actively to spoken English in a range of social and academic context (SL1, L3)

Productive</td></tr>
</table>

	9: Expressing information and ideas in formal oral presentations on academic topics **(SL4b, L3)** 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology **(W7, L3)** 12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas **(SL4b, L3)**
Essential Question(s)	L 9-10.3- Why is it important to know how to apply knowledge of language functions in different contexts? SL 9-10.1-Why is it important to know how to effectively participate in discussions with diverse participants and perspectives on diverse topics? SL 9-10.4-Why is it important to know how to clearly and concisely present information orally?
Big Idea(s)	L 9-10.3- To make effective choices for meaning or style and to comprehend more fully when reading or listening. SL 9-10.1-To gather information from a variety of sources and perspectives, and to be able to build on that information. SL 9-10.4-The ability to give a clear, concise, and effective presentation is important for both college and careers.

Bloom's	DOK	Scoring Rubric
SL 9-10.1 – Analyze **SL 9.10-4 – Analyze** L 9-10.3 – Apply	**SL 9-10.1 – Strategic Thinking/Reasoning (Level 3)** **SL 9.10-4 – Extended Thinking (Level 4)** L 9-10.3 – Recall & Reproduction (Level 1)	

	(Suggested Instructional Strategies and Tasks)
Teaching and Learning Sequence	1. Using examples from http://www.rock-your-world.org/how-to-study-public-service-announcements-psas, have students analyze and identify what the elements of a PSA and their purpose. 2. Introduce the purpose of storyboarding as a way of pre-planning a story or video 3. Display the rubric for students, so they can see how they will be assessed on this assignment 4. Have each group create a storyboard for their PSA, using one of the graphic organizers (see resourced folder)

Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
	Storyboard-Rubric4-1hrbsok.pdf Unit 5- Task 6- Storyboard #2.docx Unit 5 Task 6 Storyboard.doc storyboard_rubric.pdf

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
All students will annotate and analyze the articles, using evidence to support that analysis.	**Reference IEP** *Accommodations* • Pre-teach academic vocabulary • Provide notes or outline to student for desk use • Peer/partner tutor • Recorded or taped lectures/lessons • Enlarged text • Graphic Organizer • Assistance with note taking • Color-coding http://www.alvordusdrcd.com/4-input.html *Modifications* • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile	Emerging • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing Expanding • Pre-teach academic vocabulary • Targeted pairing Scaffold outline or graphic organizer word bank Bridging • Require recursive use of academic language • Additional direction for graphic organizer	Student selected text Analysis of concept in film or media

Scoring Rubric	

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
Description: A non-conformist is an individual who refuses to conform to established customs, attitudes, and ideas. This might include: dress, religion, politics, authority, tradition, social norms, and conduct. William Shakespeare is known for going against the established customs of Elizabethan England, often inventing new words and ideas, while questioning the accepted religious beliefs and social customs. In this electronic project or live performance, students will research an individual who is a non-conformist (see above) and create a public service announcement (PSA) (i.e., video, stop motion animation, powtoon, prezi) that informs the audience about the individual, shows how the individual inspired his/her generation, and how the individual helped change the social and cultural norms/behavior of society.

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
All students will annotate and analyze the articles, using evidence to support that analysis.	*Reference IEP* *Accommodations* • Pre-teach academic vocabulary • Provide notes or outline to student for desk use • Peer/partner tutor • Recorded or taped lectures/lessons • Enlarged text • Graphic Organizer • Assistance with note taking • Color-coding http://www.alvordusdrcd.com/4-input.html *Modifications* • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile	Emerging • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load Intentional pairing Expanding • Pre-teach academic vocabulary • Targeted pairing Scaffold outline or graphic organizer word bank Bridging • Require recursive use of academic language • Additional direction for graphic organizer	Student selected text Analysis of concept in film or media

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		