



# Rigorous Curriculum Design

## Unit Planning Organizer



Subject:	ELA		Grade:	9
Unit Number:	5	Genre/ author study	Genre/ Author's study	
Unit Length	Days: 20 (+ 5 buffer days)		Mins / Day: 55 mins	
Unit Synopsis	Unit 5 offers teacher an opportunity to select a novel, author, director, or film/lit genre study. Whatever path teachers elects to follow, all activities must be grounded in the priority and support standards.			

ELA CCSS	
Priority Standards	<p>RL 9-10.2-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI 9-10.2-Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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.</p>

W 9-10. 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 9-10. 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W 9-10. 6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

RI 9-10.5- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

RL 9-10.5- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

SL 9-10.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

L 9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Target ELD Standards	<p><b>Collaborative</b></p> <p>1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL1, L3)</p> <p>2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (L3)</p> <p>3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL 1, SL4b, L3)</p> <p>4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L3)</p> <p><b>Interpretative</b></p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL2, RI2)</p> <p><b>Productive</b></p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W7)</p>
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## 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 9-10.2 Determine Analyze Provide	Central ideas Development Objective textual summary	Level 2- Understand	Level 2
RI 9-10.2 Determine Analyze Provide	Central ideas Development Objective textual summary	Level 2- Understand	Level 2
W 9-10.7 Conduct Solve Synthesize	Research to answer a question A problem Multiple sources	Level 5-evaluate	Level 4

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 8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL 9-10.2-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped	RI 11-12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	

	and refined by specific details; provide an objective summary of the text.	determining where the text leaves matters uncertain.
<b>Anchor Standard</b>	RI 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
RI 8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI 9-10.2-Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI 11-12.2- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>Anchor Standard</b>	W 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
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.

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p>RL 9-10.2, RI 9-10.2- How is a theme or central idea of a text developed? What should not be included in a summary?</p> <p>W 9-10.7- How do students demonstrate understanding of a research subject?</p>	<p>RL 9-10.2, RI 9-10.2- A theme or central idea is shaped and refined by specific details in the text. Summaries of a text do not include opinion.</p> <p>W 9-10.7- Research answers questions and solves problems through inquiry and use of multiple sources.</p>

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
	figurative

<p>credibility cumulative delineate determine discipline distorted diverse edit emerge evaluate evidence exaggerated explicitly fallacious guideline inferences inquiry integrate media objective (summary) opinion quantitatively quotation refine reflection relevant substantive sufficient thorough valid</p>	<p>figurative language figures of speech literary nonfiction nuance oxymoron point of view punctuation rhetoric semicolon style manual tone</p> <p>Others Teachers need to add domain/content specific vocabulary as needed, due to the requirements of the unit of study that each individual teacher goes with</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<ul style="list-style-type: none"> <li>• Mnemonics</li> <li>• <a href="#">Vocab-O-Gram Activity</a></li> <li>• <a href="#">Vocabulary Frayer</a></li> </ul>	

- 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
<p>Test Description: There are 6 total questions, with 1 Constructed Response and 5 Selected Responses</p> <p>Please see <a href="http://www.alvordschools.org/cfa">http://www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.</p>	<p>Test Description: There are 6 total questions, with 1 Constructed Response and 5 Selected Responses</p> <p>Please see <a href="http://www.alvordschools.org/cfa">http://www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.</p>

**Scoring Guides and Answer Keys**

<p>Please see <a href="http://www.alvordschools.org/cfa">http://www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.</p>	<p>Please see <a href="http://www.alvordschools.org/cfa">http://www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.</p>
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**Assessment Differentiation**


<b>Students with Disabilities</b>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>See <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p> <p><i>Modifications</i></p> <p>See <a href="http://www.alvordusdrccd.com/5-difficulty.html">http://www.alvordusdrccd.com/5-difficulty.html</a></p>
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Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Description:</p> <p>Trial: A critical skill for students to learn is the ability to articulate arguments and to predict possible objections, which can be incorporated in a counter-argument. Based on the author study that is chosen, the students will prepare opening and closing statements (like for a trial) that will be related to the unit.</p> <p>For example, in a unit on Poe, students might argue who is to blame for the events in <i>The Cask of Amontillado</i> and what a fitting and just punishment would be, if required.</p> <p><b>OR</b></p> <p>A critical skill for students to learn is the ability to connect a text (reading, music, video) with the world outside of the classroom, as well as being able to effectively discuss those ideas and connections with others who may or may not agree with the student.</p> <p>In a Socratic seminar, students will discuss and analyze the textual connections that they have found.</p> <ol style="list-style-type: none"> <li>1. Students must bring 5 questions with them to class</li> <li>2. Socratic seminar: Have 5 students be characters of the text (Those 5 students will write a character statement)</li> </ol>		<p>Days: 2-3</p> <p>Mins/Day: 55 mins</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
<p>Task 1:</p> <p>Close read/annotations of expository texts</p>	<p>Suggested reading:</p> <ol style="list-style-type: none"> <li>1. Reading "Literature Makes Us Smarter and Nicer"</li> </ol> <p>Suggested strategies (see resources folder):</p> <ol style="list-style-type: none"> <li>1. AVID reading strategies</li> <li>2. Say/Means/Matters</li> </ol>	<p>Days: 2</p> <p>Mins/Day: 55</p>
<p>Task 2:</p> <p>Close read of your selected author/genre study, focusing on theme</p>	<p>Suggested genres(film/lit)/authors/director:</p> <ol style="list-style-type: none"> <li>1. Edgar Allen Poe</li> <li>2. Sandra Cisneros</li> <li>3. Detective/Mystery unit</li> <li>4. <i>The Odyssey</i></li> <li>5. Poetry</li> <li>6. Drama</li> <li>7. Epics</li> <li>8. Westerns</li> <li>9. Hiya Miyazaki</li> <li>10. Studio Ghibli</li> </ol>	<p>Days: 10</p> <p>Mins/Day: 55</p>

<p>Task 3: Gather sources/ Annotated bibliography/ Profile statement</p>	<p>Students will find sources that are related to the theme/author/genre that the unit is centered around. These sources must include one example of each of the following:</p> <ol style="list-style-type: none"> <li>1. Op-ed/editorials</li> <li>2. media (music, video, music)</li> <li>3. political cartoon</li> <li>4. current events/news articles</li> </ol> <p>The students will also complete an annotated bibliography for the sources that they find that includes an MLA citation and a short explanation of how each sources is related to the theme/author/genre.</p>	<p>Days: 2  Mins/Day: 55</p>
<p>Task 4: Essay</p>	<p style="text-align: center;">Short Process Paper</p> <p>Authors and directors each have a personal style in writing or movie making that makes a text easily identifiable as belonging to them. Genres have characteristics that mark texts as easily identifiable to one genre or another, like a gunfight at high noon in many westerns. However, aside from all of these details, texts are often united by the larger ideas and big pictures that they connect to.</p> <p>In an essay, analyze an overarching theme that connects the texts in this unit. Use at least three of the sources from the unit (class sources and sources from the annotated bibliography) to support your analysis of this theme.</p>	<p>Days: 4  Mins/Day: 55</p>
<p>Interdisciplinary Connections</p>		
<p>Scoring Rubric</p>		
<p>21<sup>st</sup> Century Skills</p>		
<p><input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy</p>	<p><input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____</p>	
<p>Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:</p>     <p><i>from P21 and Costa &amp; Kallick, 2008, <a href="http://www.p21.org/about-us/p21-framework">http://www.p21.org/about-us/p21-framework</a></i></p>		



## Authentic Performance Task 1

Task Description	Close read/annotations of expository texts	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	RI 9-10.2-Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	Supporting Standard(s)		
	<p>RI 9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</p> <p>L 9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
	Target ELD Standard(s)		
<p>Collaborative</p> <p>3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL 1, SL4b, L3)</p> <p>4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L3)</p> <p>Interpretative</p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL2, RI2)</p> <p>Productive</p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W7)</p>			
Essential Question(s)	RI 9-10.2- How is a theme or central idea of a text developed? What should not be included in a summary?		
Big Idea(s)	RI 9-10.2- A theme or central idea is shaped and refined by specific details in the text. Summaries of a text do not include opinion.		
Bloom’s		DOK	Scoring Rubric
RI 9-10.2-Understand		RI 9-10.2-Skills and Concepts (Level 2)	 Annotations rubric.pdf

## (Suggested Instructional Strategies and Tasks)

Suggested readings (see resources folder):

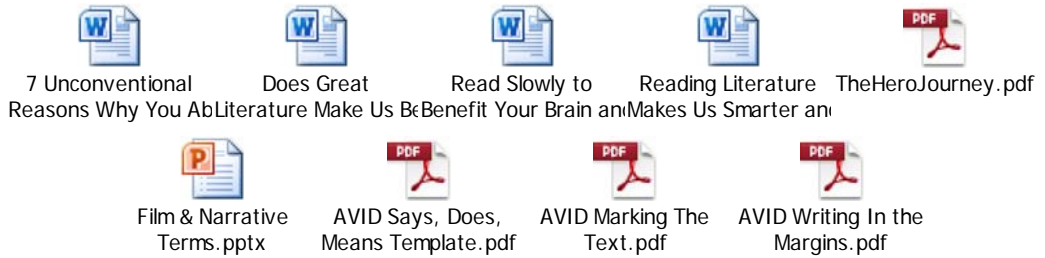
1. "Literature Makes Us Smarter and Nicer"
2. "7 Unconventional Reasons Why You Absolutely Should Be Reading Books"
3. "Does Great Literature Make Us Better?"
4. "Read Slowly to Benefit Your Brain and Cut Stress"
5. "The Hero's Journey"

Suggested strategies (see resources folder):

6. AVID reading strategies:
  - A. Marking the text:
    - i. Number the paragraphs
    - ii. Circle key terms, cited authors, and other essential words or numbers
    - iii. Underline the author's claims and other information relevant to the reading purpose
  - B. Writing in the Margins:
    - i. Visualize
    - ii. Summarize
    - iii. Clarify
    - iv. Connect
    - v. Respond
    - vi. Question
  - C. Charting the Text (Says/Does)
    - i. A T-chart comparison
      - a. What does the author say? Summarizes text.
      - b. What is the author doing in this section? Function of the passage (i.e., giving an example, introducing a concept, etc.)
      - c. The goal is for students to be able to write statements that blend both what the author is saying and doing.
7. Say/Means/Matters

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

Resources and Materials



Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>All students will annotate and analyze the articles, using evidence to support that analysis.</p>	<p>Reference IEP <i>Accommodations</i></p> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Provide notes or outline to student for desk use</li> <li>• Peer/partner tutor</li> <li>• Recorded or taped lectures/lessons</li> <li>• Enlarged text</li> <li>• Graphic Organizer</li> <li>• Assistance with note taking</li> <li>• Color-coding</li> </ul> <p><a href="http://www.alvordusdrd.com/4-input.html">http://www.alvordusdrd.com/4-input.html</a></p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> <li>• Alternate questions</li> <li>• Fewer vocabulary</li> <li>• Pre-filled Graphic Organizer for students to highlight</li> <li>• Alternate text at lower lexile</li> </ul>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Realia</li> <li>• Visual Cues</li> <li>• Cognates with vocabulary</li> <li>• Allow highlighting of text</li> <li>• Scaffold outline or graphic organizer pre-load</li> <li>• Intentional pairing</li> </ul>	<p>Student selected text</p> <p>Analysis of concept in film or media</p>
		<p>Expanding</p> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Targeted pairing</li> <li>• Scaffold outline or graphic organizer word bank</li> </ul>	
		<p>Bridging</p> <ul style="list-style-type: none"> <li>• Require recursive use of academic language</li> <li>• Additional direction for graphic organizer</li> </ul>	

Scoring Rubric



Annotations  
rubric.pdf




## Authentic Performance Task 2

Task Description	Close read of your selected author/genre/theme study	Suggested Length	Days: 10 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	RL 9-10.2-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	Supporting Standard(s)		
	RL 9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
	SL 9-10.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
	L 9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Target ELD Standard(s)			
<p><b>Collaborative</b></p> <p>1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL1, L3)</p> <p>2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (L3)</p> <p>3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL 1, SL4b, L3)</p> <p>4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L3)</p> <p><b>Interpretative</b></p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL2, RI2)</p>			

	Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W7)	
Essential Question(s)	RL 9-10.2-How is a theme or central idea of a text developed? What should not be included in a summary?	
Big Idea(s)	RL 9-10.2- A theme or central idea is shaped and refined by specific details in the text. Summaries of a text do not include opinion.	
Bloom's	DOK	Scoring Rubric
RL 9-10.2-Understand	RL 9-10.2-Skills and Concepts	

## (Suggested Instructional Strategies and Tasks)

1. Suggested genres/directors/authors:
  - Edgar Allen Poe
  - Sandra Cisneros
  - Detective/Mystery unit
  - Poetry
  - Drama
  - Epics
  - Westerns
  - Hiayao Miyazaki
  - Studio Ghibli
2. Find author's bio/genre definitions article for reading (see resources)
3. Review:
  - POV (p.69-82 in *College Board Pre-AP: The AP Vertical Teams Guide for English*)
  - POV review (in resources folder)
  - Theme (graphic organizer – see resources folder)
4. While reading, focus on some of the following (chosen by teacher as best fits the course of study-see powerpoint(s) in Task 1 for definitions/examples of film & lit. terms):
  - A. Tone
  - B. Diction
  - C. Syntax
  - D. Figurative language:
    - i. Metaphor/simile
    - ii. Hyperbole
    - iii. Onomatopoeia
    - iv. Personification
  - E. Connotation/Denotation
  - F. Characterization
  - G. Types of Narrator
  - H. Setting
  - I. Plot
5. Suggested strategies:
  - Say/Means/Matters
6. Theme Handout (see resources folder)

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Point of View review.docx         </div> <div style="text-align: center;">               Theme handout.docx         </div> <div style="text-align: center;">               Theme handout 2.docx         </div> </div>
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Strategies for Differentiation
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All Students	SWD	ELs	Enrichment
<p>All students will annotate and analyze the articles, using evidence to support that analysis.</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Provide notes or outline to student for desk use</li> <li>• Peer/partner tutor</li> <li>• Recorded or taped lectures/lessons</li> <li>• Enlarged text</li> <li>• Graphic Organizer</li> <li>• Assistance with note taking</li> <li>• Color-coding</li> </ul> <p><a href="http://www.alvordusdrd.com/4-input.html">http://www.alvordusdrd.com/4-input.html</a></p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> <li>• Alternate questions</li> <li>• Fewer vocabulary</li> <li>• Pre-filled Graphic Organizer for students to highlight</li> <li>• Alternate text at lower lexile</li> </ul>	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> <li>• Realia</li> <li>• Visual Cues</li> <li>• Cognates with vocabulary</li> <li>• Allow highlighting of text</li> <li>• Scaffold outline or graphic organizer pre-load</li> <li>• Intentional pairing</li> </ul> <hr/> <p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Targeted pairing</li> <li>• Scaffold outline or graphic organizer word bank</li> </ul> <hr/> <p style="text-align: center;">Bridging</p> <ul style="list-style-type: none"> <li>• Require recursive use of academic language</li> <li>• Additional direction for graphic organizer</li> </ul>	<p>Student selected text</p> <p>Analysis of concept in film or media</p>

Scoring Rubric	
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## Authentic Performance Task 3

Task Description	Gather sources/Annotated bibliography	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	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)		
	W 9-10. 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	<p>W 9-10. 9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply <i>grades 9–10 Reading standards</i> 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]”).</li> <li>b. Apply <i>grades 9–10 Reading standards</i> 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”).</li> </ol> <p>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.</p> <p>RI 9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <ol style="list-style-type: none"> <li>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</li> </ol> <p>RL 9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>L 9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		

Target ELD Standard(s)		
	<p><b>Collaborative</b></p> <p>1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL1, L3)</p> <p>2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (L3)</p> <p>3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL 1, SL4b, L3)</p> <p>4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L3)</p> <p><b>Interpretative</b></p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL2, RI2)</p> <p><b>Productive</b></p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W7)</p>	
Essential Question(s)	W 9-10.7- How do students demonstrate understanding of a research subject?	
Big Idea(s)	W 9-10.7- Research answers questions and solves problems through inquiry and use of multiple sources.	
Bloom's	DOK	Scoring Rubric
W 9-10.7-Evaluate	W 9-10.7-Extended Thinking	 Annotated Bibliography rubric.doc

## (Suggested Instructional Strategies and Tasks)

1. Show students examples of the different types of sources and how students can locate them (i.e., Google Images, databases, online news sites, etc.)
  - A. Ways to specifically analyze political cartoons and op-eds (see resources folder)
2. Students will find sources that are related to the theme/author/genre that the unit is centered around. These sources must include one example of each of the following:
  1. Op-ed/editorials
  2. media (music, video, music)
  3. political cartoon
  4. current events/news articles
3. The students will also complete an annotated bibliography for the sources they find that includes an MLA citation and a short explanation of how each source is related to the theme/author/genre.
  - Show students examples (in resources folder)
  - Make sure students know what is included in an annotated bibliography
4. In-class statement:
  - A. Author study:  
Using the research collected in task three, students will write a profile statement about the author. Students will write a statement that answers the question “How was the author influenced by their life and times?”
  - B. Genre Study:  
Using the research collected in task three, students will write a profile statement about the genre. Students will write a statement that answers the question “How does a piece of literature (possibly supplied by the teacher) fit the definition of the genre?”

Teaching and Learning Sequence

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



Annotated-Bibliography-Handout-Fall2011




Political Cartoons and Op-Eds Analysis.

Resources and Materials

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
All students will annotate and analyze the articles, using evidence to support that analysis.	Reference IEP  <i>Accommodations</i> <ul style="list-style-type: none"> <li>Pre-teach academic vocabulary</li> <li>Provide notes or outline to student for desk use</li> <li>Peer/partner tutor</li> <li>Recorded or taped lectures/lessons</li> <li>Enlarged text</li> <li>Graphic Organizer</li> <li>Assistance with note taking</li> <li>Color-coding</li> </ul> <a href="http://www.alvordusdrd.com/4-input.html">http://www.alvordusdrd.com/4-input.html</a>  <i>Modifications</i> <ul style="list-style-type: none"> <li>Alternate questions</li> <li>Fewer vocabulary</li> <li>Pre-filled Graphic Organizer for students to highlight</li> <li>Alternate text at lower lexile</li> </ul>	Emerging <ul style="list-style-type: none"> <li>Realia</li> <li>Visual Cues</li> <li>Cognates with vocabulary</li> <li>Allow highlighting of text</li> <li>Scaffold outline or graphic organizer pre-load</li> <li>Intentional pairing</li> </ul>	Student selected text  Analysis of concept in film or media
		Expanding <ul style="list-style-type: none"> <li>Pre-teach academic vocabulary</li> <li>Targeted pairing</li> <li>Scaffold outline or graphic organizer word bank</li> </ul>	
		Bridging <ul style="list-style-type: none"> <li>Require recursive use of academic language</li> <li>Additional direction for graphic organizer</li> </ul>	

Scoring Rubric	 Annotated Bibliography rubric.doc
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## Authentic Performance Task 4

Task Description	Short Process Paper	Suggested Length	Days: 4 Mins/Day: 55
Standards Addressed	Priority Standard(s)		

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)

W 9-10. 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 9-10. 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

RI 9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

RL 9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

L 9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Target ELD 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

	<p>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)</p> <p>Interpretative                      6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL2, RI2)</p> <p>Productive                      10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W7)</p>	
Essential Question(s)	W 9-10.7- How do students demonstrate understanding of a research subject?	
Big Idea(s)	W 9-10.7- Research answers questions and solves problems through inquiry and use of multiple sources.	
Bloom's	DOK	Scoring Rubric
W 9-10.7-Understand	W 9-10.7-Extended Thinking (Level 4)	

## (Suggested Instructional Strategies and Tasks)

Authors and directors each have a personal style in writing or movie making that makes a text easily identifiable as belonging to them. Genres have characteristics that mark texts as easily identifiable to one genre or another, like gunfight at high noon in many westerns. However, aside from all of these details, texts are often united by the larger ideas and big pictures that they connect to.

In an essay, analyze an overarching theme that connects the texts in this unit. Use at least three of the sources from the unit (class sources and sources from the annotated bibliography) to support your analysis of this theme.

1. Day 1: Rough draft in class
2. Day 2: Return drafts to students and address “big” issues (mistakes made by many students in each class period). Have students rewrite them as homework.
3. Day 3: Peer-editing of drafts
  - A. Give students a due date for final draft, to be rewritten at home
  - B. Collect all drafts with the final draft, in order to see growth and improvement

Teaching and Learning Sequence

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



Synthesis Essay  
Rubric.doc

Resources and Materials

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
All students will annotate and analyze the articles, using evidence to support	Reference IEP  <i>Accommodations</i> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> </ul>	Emerging <ul style="list-style-type: none"> <li>• Realia</li> <li>• Visual Cues</li> <li>• Cognates with</li> </ul>	Student selected text  Analysis of concept in film or media

<p>that analysis.</p>	<ul style="list-style-type: none"> <li>• Provide notes or outline to student for desk use</li> <li>• Peer/partner tutor</li> <li>• Recorded or taped lectures/lessons</li> <li>• Enlarged text</li> <li>• Graphic Organizer</li> <li>• Assistance with note taking</li> <li>• Color-coding</li> </ul> <p><a href="http://www.alvordusdrccd.com/4-input.html">http://www.alvordusdrccd.com/4-input.html</a></p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> <li>• Alternate questions</li> <li>• Fewer vocabulary</li> <li>• Pre-filled Graphic Organizer for students to highlight</li> <li>• Alternate text at lower lexile</li> </ul>	<p>vocabulary</p> <ul style="list-style-type: none"> <li>• Allow highlighting of text</li> <li>• Scaffold outline or graphic organizer pre-load</li> <li>• Intentional pairing</li> </ul> <p>Expanding</p> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Targeted pairing</li> <li>• Scaffold outline or graphic organizer word bank</li> </ul> <p>Bridging</p> <ul style="list-style-type: none"> <li>• Require recursive use of academic language</li> <li>• Additional direction for graphic organizer</li> </ul>	
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<p>Scoring Rubric</p>	
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## Engaging Scenario

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

## Description:

Trial: A critical skill for students to learn is the ability to articulate arguments and to predict possible objections, which can be incorporated in a counter-argument. Based on the author study that is chosen, the students will prepare opening and closing statements (like for a trial) that will be related to the unit.

For example, in a unit on Poe, students might argue who is to blame for the events in *The Cask of Amontillado* and what a fitting and just punishment would be, if required.

## OR

A critical skill for students to learn is the ability to connect a text (reading, music, video) with the world outside of the classroom, as well as being able to effectively discuss those ideas and connections with others who may or may not agree with the student.

In a Socratic seminar, students will discuss and analyze the textual connections that they have found.

3. Students must bring 5 questions with them to class
4. Socratic seminar: Have 5 students be characters of the text (Those 5 students will write a character statement)

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
All students will annotate and analyze the articles, using evidence to support that analysis.	Reference IEP  <i>Accommodations</i> <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Provide notes or outline to student for desk use</li> <li>• Peer/partner tutor</li> <li>• Recorded or taped lectures/lessons</li> <li>• Enlarged text</li> <li>• Graphic Organizer</li> <li>• Assistance with note taking</li> <li>• Color-coding</li> </ul>	Emerging <ul style="list-style-type: none"> <li>• Realia</li> <li>• Visual Cues</li> <li>• Cognates with vocabulary</li> <li>• Allow highlighting of text</li> <li>• Scaffold outline or graphic organizer pre-load</li> <li>• Intentional pairing</li> </ul>	Student selected text  Analysis of concept in film or media
		Expanding <ul style="list-style-type: none"> <li>• Pre-teach academic vocabulary</li> <li>• Targeted pairing</li> </ul>	

	<p><a href="http://www.alvordusdrccd.com/4-input.html">http://www.alvordusdrccd.com/4-input.html</a></p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> <li>• Alternate questions</li> <li>• Fewer vocabulary</li> <li>• Pre-filled Graphic Organizer for students to highlight</li> <li>• Alternate text at lower lexile</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold outline or graphic organizer word bank</li> </ul> <p>Bridging</p> <ul style="list-style-type: none"> <li>• Require recursive use of academic language</li> <li>• Additional direction for graphic organizer</li> </ul>	
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<p style="text-align: center;">Feedback to Curriculum Team</p> <p style="text-align: center;">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?</p>			
Successes		Challenges	
Student Perspective			
Teacher Perspective			