Rigorous Curriculum Design
Unit Planning Organizer

Subject:	ELA			Grade:	10
Unit Number:	4	Unit Name:	Dystopia		
Unit Length:	Days: 22		Min. / Day: 55		
Unit Synopsis:	Students will have the opportunity to critically analyze components of dystopian literature and convey their ideas verbally and through writing. This unit concludes with a culminating project that gives students creative options to show their knowledge of dystopias either through a speech, writing piece, or multimedia project.				

	ELA CCSS
Priority Standards	**RL.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **SL.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.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

Supporting Standards

RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.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.

RL.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).

RI.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.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.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: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.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	**Collaborative** Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL.1) Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL.1; SL.4) **Interpretative** Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL.1) Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL.1; RI.3) **Productive** Productive 9 Expressing information and ideas in formal oral presentations on academic topics (SL.4) Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (SL.4)

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
RL.1 • Cite • Support	• Strong and thorough textual evidence • Analysis of what text says • Drawing inferences	Level 2: Understand	Level 3: Thinking and Reasoning
RI.3 • Analyze	• Series/order of ideas and events	Level 4: Analyze	Level 2: Skills and Concepts
SL.1 • Initiate • Participate • Express	• A range of collaborative discussions • Build on others' ideas • One's own ideas	Level 3: Apply	Level 3: Thinking and Reasoning
SL.4 • Present	• Findings and evidence • Appropriate delivery according to purpose, audience, and task	Level 3: Apply	Level 3: Thinking and Reasoning

Learning Progressions of Skills and Concepts

Anchor Standard			
Previous Grade	**Current Grade**		**Next Grade**
	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

Anchor Standard			
Previous Grade	**Current Grade**		**Next Grade**
	RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		

Anchor Standard			
Previous Grade	**Current Grade**		**Next Grade**
	SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

Anchor Standard			
Previous Grade	**Current Grade**		**Next Grade**
	SL.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		

Essential Questions	*Corresponding Big Ideas*
1. Why is it important to use textual evidence to support analysis? (RL.1) 2. How can readers understand connected ideas within a text? (RI.3) 3. Why discuss topics, texts, and issues with others? (SL.1) 4. How do we make a clear, logical, and engaging presentation? (SL.4)	1. Textual evidence is cited to support analyses and inferences. (RL.1) 2. Connections can be analyzed by tracing an author's development of ideas. (RI.3) 3. Collaboration allows us to build on others' ideas and clarify our own. (SL.1) 4. Planning and delivery are essential for an effective presentation. (SL.4)

Unit Vocabulary Words

Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)

Resources for Vocabulary Development (Strategies, Routines and Activities)
- Mnemonics   - Instagram Vocab Activity   - Vocabulary Matchbooks/Frayer   - Vocabulary Flipbook/Foldable   - Vocabulary Around the World   - Vocabulary Examples/Non-examples   - Vocabulary Matrix   - Vocabulary Focus Word Wall

Unit Assessments	
Pre-Assessment	**Post-Assessment**
Test Description: AUSD CCSS ELA 10 UNIT 4 PRE-CFA EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers	**Test Description:** AUSD CCSS ELA 10 UNIT 4 POST-CFA **EADMS Test Id:** Please see www.alvordschools.org/cfa for the most current ID numbers
Scoring Guides and Answer Keys	
Attached to EADMS	Attached to EADMS
Assessment Differentiation	

Students with Disabilities	**Reference IEP** *Accommodations* *Modifications*

Engaging Scenario Overview	
(Situation, challenge, role, audience, product or performance)	
Description: In January 2017, the Department of Homeland Security will be implementing the Great Party Snack Explosion: Chips for Everyone! All current citizens, newborns, and visitors to the United States will be implanted with a tracking chip for everyone's safety. Cooperation is mandatory and heavy punishment will be levied against those who resist. HOW DO YOU FEEL ABOUT THIS FORM OF GOVERNMENT INTRUSION INTO YOUR PRIVACY? Students will be given three options to complete the task: 1) Write and deliver a 3-5 minute speech either for or against this new law. 2) Write a 500-750 word editorial to the Associated Press, either for or against this new law. 3) Individually or as a group, create 2 propaganda multimedia presentations/pamphlets, both for and against this new law, and an individually submitted 300 word reflection as to which side of the argument you fall on. All three options MUST include support including, but not limited to, textual evidence from the dystopian novel read during this unit. Other forms of support could also come from personal experience, observations, or other readings.	Days: 5 Mins/Day: 55

Engaging Learning Experiences		
Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	**Description**	**Suggested Length of Time**
Task 1: Discovering Dystopia	Students read two or more short stories, creating a list of common traits/trends of dystopian literature and providing textual examples from the texts. Students will create a visual representation of the concept of dystopia. (Chapter One of a dystopian novel may be used instead of a short story)	Days: 3 Mins/Day: 55
Task 2: Extended Study of a Novel	Using the common traits/trends of dystopian literature (from Task 1), students track the progression of the text and infer the aspect(s) of society being critiqued by the author.	Days: 10 Mins/Day: 55
Task 3: Synthesis Organizer	Students research and read for information to identify the aspects of society, during both the author's time and our own, that are being criticized by the novel. Students will create a Double-Bubble (or other graphic organizer).	Days: 2 Mins/Day: 55
Task 4: Socratic Seminar	Socratic Seminar: To what extent should the government be present in our everyday lives?	Days: 2 Mins/Day: 55
Interdisciplinary Connections		

Scoring Rubric	

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

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	Students read two or more short stories, creating a list of common traits/trends of dystopian literature and providing textual examples from the texts. Students will create a visual representation of the concept of dystopia. (Chapter One of a dystopian novel may be used instead of a short story)	**Suggested Length**	Days: 3 Mins/Day: 55

Standards Addressed	**Priority Standard(s)**		
	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **SL.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	Supporting Standard(s)		
	RL.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. **W.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**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **L.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 Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Interpretive 5 Listening actively to spoken English in a range of social and academic context Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		

Essential Question(s)	1. Why is it important to use textual evidence to support analysis? (RL.1) 2. Why discuss topics, texts, and issues with others? (SL.1)

Big Idea(s)	1. Textual evidence is cited to support analyses and inferences. (RL.1) 2. Collaboration allows us to build on others' ideas and clarify our own. (SL.1)

Bloom's	DOK	Scoring Rubric
Level 2: Understand Level 3: Apply	Level 3: Thinking and Reasoning	

Teaching and Learning Sequence	**(Suggested Instructional Strategies and Tasks)** • **Select short stories within the dystopian genre** • **Read/Analyze/Discuss** • **Cornell Notes** • **Pair Share Discussions** • **Graphic Organizers** • **Posters/Visuals** • **Chunking** • **Frayer Models** • **Mind Maps** • **VENN Diagram** • **Reciprocal Teaching**

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

Resources and Materials

From Textbook
- **"Harrison Bergeron"**
- **"By the Waters of Babylon"**
- **"There Will Come Soft Rains"**
- **"The Pedestrian"**

Outside Resources **(See UPO Resources folder)**
- **"The Lottery"**
- **Excerpt from *The Hunger Games***
- **Selections from *The Illustrated Man* (i.e. "The Last Night of the World")**

Dystopian Novels:
Orwell, George *Animal Farm* and *1984*
Huxley, Aldous *Brave New World*
Bradbury, Ray *Fahrenheit 451*

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
- Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames	**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	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	

	Pre-filled Graphic Organizer for students to highlight Alternate text at lower lexile	Bridging Require recursive use of academic language Additional direction for graphic organizer	

Scoring Rubric	

Authentic Performance Task 2

Task Description	Using the common traits/trends of dystopian literature (from Task 1), students track the progression of the text and infer the aspect(s) of society being critiqued by the author.	**Suggested Length**	**Days: 10** **Mins/Day: 55**
Standards Addressed	**Priority Standard(s)**		
	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **SL.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	Supporting Standard(s)		
	RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RL.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. **RL.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). **L.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.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)		
	Interpretive 5 Listening actively to spoken English in a range of social and academic context Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Collaborative 1 Exchanging information and ideas with others through oral collaborative		

	discussions on a range of social and academic topics Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
Essential Question(s)	1. Why is it important to use textual evidence to support analysis? (RL.1) 2. Why discuss topics, texts, and issues with others? (SL.1)
Big Idea(s)	1. Textual evidence is cited to support analyses and inferences. (RL.1) 2. Collaboration allows us to build on others' ideas and clarify our own. (SL.1)

Bloom's	DOK	Scoring Rubric
Level 2: Understand Level 3: Apply	Level 2: Skills and Concepts Level 3: Thinking and Reasoning	

Teaching and Learning Sequence	**(Suggested Instructional Strategies and Tasks)** • **Select novel/short stories within the dystopian genre** • **Read/Analyze/Discuss** • **Cornell Notes** • **Pair Share Discussions** • **Graphic Organizers** • **Posters/Visuals** • **Chunking** • **Frayer Models** • **Mind Maps** • **VENN Diagram** • **Reciprocal Teaching** • **Audiobooks** • **Popcorn Reading** • **Fishbowl Discussions** • **CFU Questioning** • **OPTIC Strategy** • **IVF Summaries**

Resources and Materials	**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)** • *Animal Farm* • *Brave New World* • *1984* • *Fahrenheit 451* • **Selections from Task 1** • **Movie Clips**

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
- Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames	**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	

Scoring Rubric	

Authentic Performance Task 3

Task Description	Students research and read for information to identify the aspects of society, during both the author's time and our own, that are being criticized by the novel. Students will create a Double-Bubble (or other graphic organizer).	**Suggested Length**	**Days: 2** **Mins/Day: 55**

Standards Addressed	**Priority Standard(s)**		
	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **SL.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.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		
	Supporting Standard(s)		
	RL.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. **RI.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**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **L.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.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 Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Interpretive 5 Listening actively to spoken English in a range of social and academic context Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Productive 9 Expressing information and ideas in formal oral presentations on academic topics Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
Essential Question(s)	1. Why is it important to use textual evidence to support analysis? (RL.1) 2. How can readers understand connected ideas within a text? (RI.3) 3. Why discuss topics, texts, and issues with others? (SL.1) 4. How do we make a clear, logical, and engaging presentation? (SL.4)
Big Idea(s)	1. Textual evidence is cited to support analyses and inferences. (RL.1) 2. Connections can be analyzed by tracing an author's development of ideas. (RI.3) 3. Collaboration allows us to build on others' ideas and clarify our own. (SL.1) 4. Planning and delivery are essential for an effective presentation. (SL.4)

Bloom's	DOK	Scoring Rubric
Level 2: Understand **Level 3: Apply** **Level 4: Analyze**	**Level 2: Skills and Concepts** **Level 3: Thinking and Reasoning**	

Teaching and Learning Sequence	**(Suggested Instructional Strategies and Tasks)** • **Using a graphic organizer, compare different aspects of society from the author's time to our own** • **Reference real-world examples from politics, pop culture, etc.**

Resources and Materials	**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)** • **See Unit 4 Resources folder in P Drive** • **George Orwell writings** • *Brave New World Revisited*

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
- Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames	**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	

Scoring Rubric	

Authentic Performance Task 4

Task Description	Socratic Seminar: To what extent should the government be present in our everyday lives?	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	**Priority Standard(s)**		
	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **SL.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.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		
	Supporting Standard(s)		

RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.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.

RL.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).

RI.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.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.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: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.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)

Essential Question(s)	1. Why is it important to use textual evidence to support analysis? (RL.1) 2. How can readers understand connected ideas within a text? (RI.3) 3. Why discuss topics, texts, and issues with others? (SL.1) 4. How do we make a clear, logical, and engaging presentation? (SL.4)
Big Idea(s)	1. Textual evidence is cited to support analyses and inferences. (RL.1) 2. Connections can be analyzed by tracing an author's development of ideas. (RI.3) 3. Collaboration allows us to build on others' ideas and clarify our own. (SL.1) 4. Planning and delivery are essential for an effective presentation. (SL.4)

Bloom's	**DOK**	**Scoring Rubric**

(Suggested Instructional Strategies and Tasks)

I. Teachers assign the text and the essential question for the Socratic Seminar. In order to have a productive seminar adequate preparation is necessary. Suggest to the students to consider five tasks while critically reading the text:

1. Circle any vocabulary words they are unfamiliar with or would have difficulty in explaining to others.

2. Underline key phrases

3. Keep track of the story or idea as it unfolds

4. Note word patterns and repetitions or anything that strikes the student as confusing or important

5. Write down questions in the margins or post-it notes.

II. Students prepare a list of Socratic Seminar questions (**See AVID handout**)

III. Divide the class randomly into two equal-sized groups- inner and outer circles. Can also use other formats depending on type of discussion.

III. Explain the rules and process of the Socratic seminar (See resources below)

IV. Assign one student from the outer circle to observe an inner student participant and fill out a feedback form (Handout in resources)

V. Switch inner and outer circles after fifteen minutes. Appropriate and constructive feedback from the outer circle helps improve quality of seminars.

VI. A follow-up activity after the Socratic Seminar is to have students reflect about what they have learned through the discussion and their participation.

Teaching and Learning Sequence

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

RESOURCES:

AVID Socratic Seminar Guidelines including Rules, Handouts and Rubrics:

https://my.avid.org/WeeksAtAGlance/10th_grade/Day_120/SSPSocraticSeminar120.pdf

https://my.avid.org/WeeksAtAGlance/10th_grade/Day_120/SSPInnnerOuterObs120.pdf

https://my.avid.org/WeeksAtAGlance/10th_grade/Day_120/SSPSocraticDiscussionDebrief120.pdf

https://my.avid.org/file_sharing/default.aspx?id=25297

https://my.avid.org/WeeksAtAGlance/10th_grade/Day_175/S4SOpeningCoreClosingQuestions175.pdf |

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
- Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames	**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	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	

	Fewer vocabulary Pre-filled Graphic Organizer for students to highlight Alternate text at lower lexile	Bridging Require recursive use of academic language Additional direction for graphic organizer	

Scoring Rubric	

Engaging Scenario

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

Description:
In January 2017, the Department of Homeland Security will be implementing the Great Party Snack Explosion: Chips for Everyone! All current citizens, newborns, and visitors to the United States will be implanted with a tracking chip for everyone's safety. Cooperation is mandatory and heavy punishment will be levied against those who resist.

HOW DO YOU FEEL ABOUT THIS FORM OF GOVERNMENT INTRUSION INTO YOUR PRIVACY?

Students will be given three options to complete the task: 1) Write and deliver a 3-5 minute speech either for or against this new law. 2) Write a 500-750 word editorial to the Associated Press, either for or against this new law. 3) Individually or as a group, create 2 propaganda multimedia presentations/pamphlets, both for and against this new law, and an individually submitted 300 word reflection as to which side of the argument you fall on.

All three options MUST include support including, but not limited to, textual evidence from the dystopian novel read during this unit. Other forms of support could also come from personal experience, observations, or other readings.

See Resources Folder for a list of web addresses for dystopian literature.

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
- Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames	***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	

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	