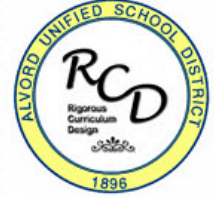




Rigorous Curriculum Design

Unit Planning Organizer



| | | | | |
|----------------|--|-------------|------------|----|
| Subject: | ELA | | Grade: | 10 |
| Unit Number: | 5 | Unit Name: | Conviction | |
| Unit Length: | Days: 30 | Min. / Day: | 55 min. | |
| Unit Synopsis: | Students will explore the theme of conviction using a variety of mediums (i.e. literature, expository texts, film, music). | | | |

| ELA CCSS | |
|---------------------------|--|
| Priority 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. |
| | RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| | W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| | W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| | L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | |
|-----------------------------|---|
| Supporting Standards | <p>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.</p> <p>RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p> <p>RL.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.</p> <p>RL.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).</p> <p>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).</p> <p>RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA</p> <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.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.</p> <p>L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> |
| Target ELD Standards | <p>Collaborative Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p>Interpretative Interpretive 5 Listening actively to spoken English in a range of social and academic context (L.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL.2; RI.1; L.1)</p> <p>Productive Productive 9 Expressing information and ideas in formal oral presentations on academic topics (L.1)</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2; W.7; L.1)</p> <p>Productive 11 Justifying own arguments and evaluating others’ arguments in writing (L.1)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L.1)</p> |

Unwrapped Priority Standards

| “Unwrapped” Skills (Students need to be able to do) | “Unwrapped” Concepts (Students need to know) | Bloom’s Taxonomy (Level of Cognitive Rigor) | Depth of Knowledge (Target for Unit Mastery) |
|---|--|---|---|
| <u>RL.2</u> <ul style="list-style-type: none"> Determine Analyze Provide | <ul style="list-style-type: none"> Theme/Central idea Theme development Objective summary | Level 4: Analyze | Level 3: Thinking and Reasoning |
| <u>RI.1</u> <ul style="list-style-type: none"> Cite Support | <ul style="list-style-type: none"> Strong and thorough textual evidence Analysis of what text says Drawing inferences | Level 2: Understand | Level 3: Thinking and Reasoning |
| <u>W.2</u> <ul style="list-style-type: none"> Write Convey | <ul style="list-style-type: none"> Informative/Explanatory texts Complex ideas/concepts/information | Level 4: Analyze | Level 4: Extended Thinking |
| <u>W.7</u> <ul style="list-style-type: none"> Research Synthesize Demonstrate | <ul style="list-style-type: none"> Projects to solve a problem Multiple sources Understanding of the subject(s) under investigation | Level 6: Create | Level 4: Extended Thinking |
| <u>L.1</u> <ul style="list-style-type: none"> Demonstrate | <ul style="list-style-type: none"> English language conventions | Level 3: Apply | Level 2: Skills and Concepts |

Learning Progressions of Skills and Concepts

| Anchor Standard | | |
|--|--|--|
| Previous Grade | Current Grade | Next Grade |
| <u>RL.2:</u> 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. | <u>RL.2:</u> 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.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. |
| Current Grade | Current Grade | Next Grade |
| <u>RI.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <u>RI.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RL.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 determining where the text leaves matters uncertain. |
| Current Grade | Current Grade | Next Grade |
| W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| Current Grade | Current Grade | Next Grade |
| W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 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. |
| Current Grade | Current Grade | Next Grade |
| L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| Essential Questions | Corresponding Big Ideas |
|---|--|
| <ol style="list-style-type: none"> How can you explain a theme and analyze its development? (RL.2) Why is it important to use textual evidence to support analysis? (RI.1) How do I, as a writer, convey complex ideas? (W.2) How do we conduct research using multiple sources? (W.7) Why do language conventions matter? (L.1) | <ol style="list-style-type: none"> A theme's development can be traced over the course of a text. (RL.2) Textual evidence is cited to support analyses and inferences. (RI.1) Informative/explanatory texts can convey complex ideas. (W.2) Research can be done to answer a question or solve a problem. (W.7) Language conventions are essential for effective communication. (L.1) |

| Unit Vocabulary Words | |
|--|--|
| Academic Cross-Curricular Vocabulary (Tier 2) | Content/Domain Specific Vocabulary (Tier 3) |
| Persuasion | Parallelism |

| | |
|---|--|
| <p>Stance Doctrine Dogma Influence Sentiment Opposition Dispute Principle Ethics Certitude</p> | <p>Rhetoric Ethos/Pathos/Logos Anaphora Audience Connotation Obedience and Punishment Orientation Instrumental Purpose Orientation “Good Boy-Nice Girl” Orientation Authority or Law-and-Order Orientation Social Contract Orientation Universal Ethical Principle Orientation</p> |
|---|--|

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 |
| <p>Test Description: AUSD CCSS ELA 10 Unit 5 Pre-CFA</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers</p> | <p>Test Description: AUSD CCSS ELA 10 Unit 5 Post-CFA</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers</p> |
| Scoring Guides and Answer Keys | |
| <p>On EADMS</p> | <p>On EADMS</p> |
| Assessment Differentiation | |

**Reference IEP
Accommodations**

<http://www.alvordusdred.com/4-input.html>

Modifications

Engaging Scenario Overview

(Situation, challenge, role, audience, product or performance)

| | |
|---|------------------------------------|
| <p>UNIT 6 - ENGAGING SCENARIO - MAKE A DIFFERENCE</p> <p>YOU HAVE THE POWER TO CHANGE THE WORLD Imagine that you were given the power to change the conditions for the people that live in urban areas. What would you do? Where would you start? How could you possibly bring about a change? Your job is to create a proposal that demonstrates how you will change the lives of the people living in this environment. Your final proposal project must include the following information:</p> <p>☑ Select at least three areas in which major transformation is needed. These areas can include housing, school systems, welfare, community services, medical care, police intervention, or any other item of your choice.</p> <p>☑ Determine how you will best tackle each of these areas. You can't just snap your fingers and hope for these areas to be perfect – instead you must write a one-page proposal for each area and develop what steps must be taken to fix these problem areas. You do not have unlimited resources, you must be practical and your ideas must be legitimate in order to receive full credit for this assignment</p> <p>☑ Create images, charts, graphs, etc. to reinforce the items that you want to change. For example, you could make before and after pictures or charts, you could develop an area that you want modified - it's really up to you.</p> <p>☑ Put all of this information on a poster board or a multi-media presentation and prepare a short presentation to give to the class. In this presentation you will simply share with the class your three areas of concern and explain how you will change these areas. This presentation should last no longer than five minutes.</p> | <p>Days: 7</p> <p>Mins/Day: 55</p> |
|---|------------------------------------|

Engaging Learning Experiences
Synopsis of Authentic Performance Tasks

| Authentic Performance Tasks | Description | Suggested Length of Time |
|--|---|-------------------------------------|
| Task 1: Short Story/Excerpt from Non-Fiction | <ul style="list-style-type: none"> - Read Tim O'Brien's "On the Rainy River" - Relate non-fiction to fiction - Excerpt from Elie Wiesel's Nobel Peace Prize Acceptance Speech - Excerpt from <i>Farewell to Manzanar</i> - Excerpt from Elie Wiesel's <i>Night</i> | <p>Days: 7</p> <p>Mins/Day: 55</p> |
| Task 2: Novel | <ul style="list-style-type: none"> - Read a text (i.e. novel) that relates to the theme of conviction. - | <p>Days: 10</p> <p>Mins/Day: 55</p> |
| Task 3: Poetry | <ul style="list-style-type: none"> - Poetry analysis and a multimedia presentation - Analyze theme and connect to a song of their choice. | <p>Days: 4</p> |

| | | |
|--|---|-----------------------------|
| | | Mins/Day: 55 |
| Task 4: Speech | - Speech analysis. - | Days: 2 Mins/Day: 55 |
| Interdisciplinary Connections | - History | |
| Scoring Rubric | - See Unit 6 Resources Folder | |
| 21st Century Skills | | |
| <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy | <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____ | |
| Connections between 21st Century Skills, CCCSS, and Unit Overview: | | |
| <p><i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i></p> | | |

Authentic Performance Task 1**Task Description**

- Closely read “On the Rainy River” and evaluate the conflict faced by the narrator and demonstrate understanding by completing a graphic organizer.

Suggested Length

Days: 7
Mins/Day: 55

Priority 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.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Supporting Standard(s)

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative.

RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

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.

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

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

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

Productive 11 Justifying own arguments and evaluating others’ arguments in writing

Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Essential Question(s)

1. How can you explain a theme and analyze its development? (RL.2)
2. Why is it important to use textual evidence to support analysis? (RI.1)
3. How do I, as a writer, convey complex ideas? (W.2)
4. Why do language conventions matter? (L.1)

Big Idea(s)

1. A theme’s development can be traced over the course of a text. (RL.2)
2. Textual evidence is cited to support analyses and inferences. (RI.1)
3. Informative/explanatory texts can convey complex ideas. (W.2)
4. Language conventions are essential for effective communication. (L.1)

Bloom’s

- Level 2: Understand
- Level 3: Apply
- Level 4: Analyze

DOK

- Level 2: Skills and Concepts
- Level 3: Thinking and Reasoning
- Level 4: Extended Thinking

Scoring Rubric

- See Unit 6 Resources Folder

(Suggested Instructional Strategies and Tasks)

1. Teachers use the resources listed below to build background about the Vietnam War.
2. Discuss Laurence Kohlberg’s Theory of Stages of Moral Development to understand the moral dilemma faced by the narrator in “On the Rainy River.” Handout is available in the resources folder.
- 2-3. Utilize the APPARTS Graphic Organizer while reading “On the Rainy River.”

1. Gallery Walk of famous quotes by Elie Wiesel. After reading the quotes students write a response –SAY/ MEAN/ MATTER.

2. Historical and political background - explain the origins of holocaust and life in a Nazi concentration camp. Resources available on United States Holocaust Memorial Museum site and Library of Congress (<http://www.ushmm.org/research/research-in-collections/search-the-collections/bibliography/primary-sources>)

3. Elie Wiesel’s Nobel Peace Prize acceptance speech –Close reading and annotation of the speech with text-dependent questions. (Handout in resources) A variety of methods can be used to structure the reading and discussion (i.e, think-pair-share, whole class discussion or independent written response)

4.SOAPSTONE and a rhetorical précis.

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

L.B.Johnson– “Peace without Conquest”
<http://www.presidency.ucsb.edu/mediaplay.php?admin=36&id=26877>

Teaching and Learning Sequence

Resources and Materials

Martin Luther King “Beyond Vietnam”

<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>

L.B. Johnson’s Speech: <http://www.americanrhetoric.com/speeches/lbjvietnam.htm>

Nixon’s : <http://www.americanrhetoric.com/speeches/richardnixongreatsilentmajority.html>

<http://www.pbs.org/battlefieldvietnam/timeline/>

Timeline of the Vietnam way

<http://www.npr.org/templates/story/story.php?storyId=106775685>

Strategies for Differentiation

| All Students | SWD | ELs | Enrichment |
|---|--|--|------------|
| <ul style="list-style-type: none"> - Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames | <p>Reference IEP</p> <p><i>Accommodations</i></p> <p>Pre-teach academic vocabulary</p> <p>Provide notes or outline to student for desk use</p> <p>Peer/partner tutor</p> <p>Recorded or taped lectures/lessons</p> <p>Enlarged text</p> <p>Graphic Organizer</p> <p>Assistance with note taking</p> <p>Color-coding</p> <p>http://www.alvordusdrccd.com/4-input.html</p> <p><i>Modifications</i></p> <p>Alternate questions</p> <p>Fewer vocabulary</p> <p>Pre-filled Graphic Organizer for students to highlight</p> <p>Alternate text at lower lexile</p> | <p>Emerging</p> <p>Realia</p> <p>Visual Cues</p> <p>Cognates with vocabulary</p> <p>Allow highlighting of text</p> <p>Scaffold outline or graphic organizer pre-load</p> <p>Intentional pairing</p> <p>Expanding</p> <p>Pre-teach academic vocabulary</p> <p>Targeted pairing</p> <p>Scaffold outline or graphic organizer word bank</p> <p>Bridging</p> <p>Require recursive use of academic language</p> <p>Additional direction for graphic organizer</p> | |

Scoring Rubric

- See Unit 6 Resources Folder

Authentic Performance Task 2

| | | | |
|----------------------------|--|-------------------------|--|
| Task Description | - Read a novel that relates to the theme of conviction. | Suggested Length | Days: 10 Mins/Day: 55 |
| Standards Addressed | Priority Standard(s) | | |
| | <p>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.</p> <p>RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | | |
| | Supporting Standard(s) | | |
| | <p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p> <p>RI.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.</p> <p>RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA</p> <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.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.</p> <p>L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | | |
| | Target ELD Standard(s) | | |
| | <p>Collaborative Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p>Interpretative</p> | | |

| | | | |
|--|--|------------------------------------|--|
| | <p>Interpretive 5 Listening actively to spoken English in a range of social and academic context (L.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL.2; RI.1; L.1)</p> <p>Productive</p> <p>Productive 9 Expressing information and ideas in formal oral presentations on academic topics (L.1)</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2; W.7; L.1)</p> <p>Productive 11 Justifying own arguments and evaluating others' arguments in writing (L.1)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L.1)</p> | | |
| Essential Question(s) | <ol style="list-style-type: none"> 1. How can you explain a theme and analyze its development? (RL.2) 2. Why is it important to use textual evidence to support analysis? (RI.1) 3. How do I, as a writer, convey complex ideas? (W.2) 4. Why do language conventions matter? (L.1) | | |
| Big Idea(s) | <ol style="list-style-type: none"> 1. A theme's development can be traced over the course of a text. (RL.2) 2. Textual evidence is cited to support analyses and inferences. (RI.1) 3. Informative/explanatory texts can convey complex ideas. (W.2) 4. Language conventions are essential for effective communication. (L.1) | | |
| Bloom's | DOK | Scoring Rubric | |
| <p>Level 2: Understand</p> <p>Level 3: Apply</p> <p>Level 4: Analyze</p> | <p>Level 2: Skills and Concepts</p> <p>Level 3: Thinking and Reasoning</p> <p>Level 4: Extended Thinking</p> | <p>See Unit 6 Resources Folder</p> | |
| Teaching and Learning Sequence | <p>(Suggested Instructional Strategies and Tasks)</p> <ul style="list-style-type: none"> • Read/Analyze/Discuss • Cornell Notes • Pair Share Discussions • Graphic Organizers • Posters/Visuals • Chunking (on SMART Board) • Frustration 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) | | |
| | <p>Novel Suggestions:</p> <ul style="list-style-type: none"> - <i>Night</i> - <i>Farewell to Manzanar</i> - <i>A Separate Peace</i> - <i>Fahrenheit 451</i> - <i>Things Fall Apart</i> - <i>Lord of the Flies</i> - <i>To Kill a Mockingbird</i> - <i>Frankenstein</i> - <i>The Power of One</i> - <i>I Know Why the Caged Bird Sings</i> | | |
| Strategies for Differentiation | | | |
| All Students | SWD | ELs | Enrichment |
| <ul style="list-style-type: none"> - Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames | <p>Reference IEP <i>Accommodations</i> 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.alvordusdrccd.com/4-input.html</p> <p><i>Modifications</i> Alternate questions Fewer vocabulary Pre-filled Graphic Organizer for students to highlight Alternate text at lower lexile</p> | <p style="text-align: center;">Emerging</p> Realia Visual Cues Cognates with vocabulary Allow highlighting of text Scaffold outline or graphic organizer pre-load Intentional pairing | |
| | | <p style="text-align: center;">Expanding</p> Pre-teach academic vocabulary Targeted pairing Scaffold outline or graphic organizer word bank | |
| | | <p style="text-align: center;">Bridging</p> Require recursive use of academic language Additional direction for graphic organizer | |

| | |
|-----------------------|-----------------------------|
| Scoring Rubric | See Unit 6 Resources Folder |
|-----------------------|-----------------------------|

Authentic Performance Task 3

| | | | |
|---|---|-------------------------|---------------------------------------|
| Task Description | <ul style="list-style-type: none"> Analyze theme and figurative language in selected poems and create a multi media presentation. Students then research song lyrics which reflect similar themes as studied in the poems and identify examples of imagery. | Suggested Length | Days: 4 Mins/Day: 55 |
| Standards Addressed | Priority Standard(s) | | |
| | <p>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.</p> | | |
| | <p>RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | |
| | <p>W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | | |
| | <p>W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | | |
| <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | | | |
| Supporting Standard(s) | | | |
| <p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | | |
| <p>RI.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> | | | |
| <p>RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p> | | | |
| <p>RI.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.</p> | | | |
| <p>RI.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).</p> | | | |
| <p>RI.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).</p> | | | |
| <p>RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> | | | |
| <p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA</p> | | | |
| <p>L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | | | |
| Target ELD Standard(s) | | | |
| <p>Collaborative Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text</p> | | | |

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| | <p>type) (L.1)</p> <p>Interpretative Interpretive 5 Listening actively to spoken English in a range of social and academic context (L.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL.2; RI.1; L.1)</p> <p>Productive Productive 9 Expressing information and ideas in formal oral presentations on academic topics (L.1)</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2; W.7; L.1)</p> <p>Productive 11 Justifying own arguments and evaluating others' arguments in writing (L.1)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L.1)</p> | |
| Essential Question(s) | <ol style="list-style-type: none"> 1. How can you explain a theme and analyze its development? (RL.2) 2. Why is it important to use textual evidence to support analysis? (RI.1) 3. How do I, as a writer, convey complex ideas? (W.2) 4. How do we conduct research using multiple sources? (W.7) 5. Why do language conventions matter? (L.1) | |
| Big Idea(s) | <ol style="list-style-type: none"> 1. A theme's development can be traced over the course of a text. (RL.2) 2. Textual evidence is cited to support analyses and inferences. (RI.1) 3. Informative/explanatory texts can convey complex ideas. (W.2) 4. Research can be done to answer a question or solve a problem. (W.7) 5. Language conventions are essential for effective communication. (L.1) | |
| Bloom's | DOK | Scoring Rubric |
| <p>Level 2: Understand Level 3: Apply Level 4: Analyze Level 6: Create</p> | <p>Level 2: Skills and Concepts Level 3: Thinking and Reasoning Level 4: Extended Thinking</p> | <p>See Unit 6 Resources Folder</p> |

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| Teaching and Learning Sequence | (Suggested Instructional Strategies and Tasks) | | |
| | <ol style="list-style-type: none"> 1. Students compose a quick write about their views about poetry and any memorable poem they have read. 2. Discuss definitions of poetry through the ages-from Aristotle to Billy Collins (see handout in Poetry folder) 3. Teach strategies for reading poetry, examine elements of form and figurative language. TP-PCAST, SIFT or Five-S Strategy for poem analysis (Structure of Poetry, Poetry Terms and Poetry Techniques available in Resources folder) 4. Select Poems of your choice to analyze theme–Some of the selections in the <i>Literature Anthology</i> are: “Those Winter Sundays” Robert Hayden “Sonnet 18” William Shakespeare “Sonnet 30” Edna St. Vincent Millay 5. Students research themes on www.poets.org in order to select poems to match with a song of their choice. They can create a multimedia presentation to demonstrate their understanding of the theme in a poem and a song. | | |
| Resources and Materials | (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) | | |
| | <p>Check online -Teach the Ultimate Poetry Unit with Curriculet by Beth Crawford if you would like to introduce Poetry with Music.</p> <p>Student Samples for multi-media available in Resources folder on William Blake’s poem</p> <p>“The Tyger”</p> | | |
| Strategies for Differentiation | | | |
| All Students | SWD | ELs | Enrichment |
| <ul style="list-style-type: none"> - Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames | <p>Reference IEP <i>Accommodations</i> 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</p> | <p style="text-align: center;">Emerging</p> <p>Realia Visual Cues Cognates with vocabulary Allow highlighting of text Scaffold outline or graphic organizer pre-load Intentional pairing</p> | |

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| | Assistance with note taking Color-coding http://www.alvordusdrd.com/4-input.html <i>Modifications</i> Alternate questions Fewer vocabulary Pre-filled Graphic Organizer for students to highlight Alternate text at lower lexile | 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 | |

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| Scoring Rubric | See Unit 6 Resources Folder |
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Authentic Performance Task 4

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| Task Description | - Speech analysis. Compare and contrast two or more speeches. | Suggested Length | Days: 2 Mins/Day: 55 |
| Standards Addressed | Priority Standard(s) | | |
| | <p>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.</p> <p>RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | | |
| | Supporting Standard(s) | | |

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| | <p>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.</p> <p>RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p> <p>RL.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.</p> <p>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).</p> <p>RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.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.</p> <p>L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> |
| | Target ELD Standard(s) |
| | <p>Collaborative Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p>Interpretative Interpretive 5 Listening actively to spoken English in a range of social and academic context (L.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL.2; RI.1; L.1)</p> <p>Productive Productive 9 Expressing information and ideas in formal oral presentations on academic topics (L.1)</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2; W.7; L.1)</p> <p>Productive 11 Justifying own arguments and evaluating others’ arguments in writing (L.1)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L.1)</p> |
| Essential Question(s) | <ol style="list-style-type: none"> 1. How can you explain a theme and analyze its development? (RL.2) 2. Why is it important to use textual evidence to support analysis? (RI.1) 3. How do I, as a writer, convey complex ideas? (W.2) |

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| | 4. Why do language conventions matter? (L.1) | | |
| Big Idea(s) | 1. A theme's development can be traced over the course of a text. (RL.2) 2. Textual evidence is cited to support analyses and inferences. (RI.1) 3. Informative/explanatory texts can convey complex ideas. (W.2) 4. Language conventions are essential for effective communication. (L.1) | | |
| | Bloom's | DOK | Scoring Rubric |
| | Level 2: Understand Level 3: Apply Level 4: Analyze | Level 2: Skills and Concepts Level 3: Thinking and Reasoning Level 4: Extended Thinking | See Unit 6 Resources Folder |
| Teaching and Learning Sequence | (Suggested Instructional Strategies and Tasks) <ul style="list-style-type: none"> - Close read of texts (annotations); analysis of texts; discussion on texts. - Identify claim of fact, claim of value, and claim of policy. - Identify rhetorical appeals and devices. - Chunk texts on SMART Board. - Graphic organizers. | | |
| Resources and Materials | (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) <ul style="list-style-type: none"> - American Rhetoric (website) www.americanrhetoric.com “Speech to the Second Virginia Convention” by Patrick Henry (1775) ♣ “Farewell Address” by George Washington (1796) ♣ “Gettysburg Address” by Abraham Lincoln (1863) ♣ “State of the Union Address” by Franklin Delano Roosevelt (1941) ♣ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ♣ “Hope, Despair and Memory” by Elie Wiesel (1997) - See Unit 6 Resources Folder | | |
| Strategies for Differentiation | | | |
| All Students | SWD | ELs | Enrichment |

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| <ul style="list-style-type: none"> - Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames | <p>Reference IEP</p> <p><i>Accommodations</i></p> <p>Pre-teach academic vocabulary</p> <p>Provide notes or outline to student for desk use</p> <p>Peer/partner tutor</p> <p>Recorded or taped lectures/lessons</p> <p>Enlarged text</p> <p>Graphic Organizer</p> <p>Assistance with note taking</p> <p>Color-coding</p> <p>http://www.alvordusdrccd.com/4-input.html</p> <p><i>Modifications</i></p> <p>Alternate questions</p> <p>Fewer vocabulary</p> <p>Pre-filled Graphic Organizer for students to highlight</p> <p>Alternate text at lower lexile</p> | <p style="text-align: center;">Emerging</p> <p>Realia</p> <p>Visual Cues</p> <p>Cognates with vocabulary</p> <p>Allow highlighting of text</p> <p>Scaffold outline or graphic organizer pre-load</p> <p>Intentional pairing</p> <hr/> <p style="text-align: center;">Expanding</p> <p>Pre-teach academic vocabulary</p> <p>Targeted pairing</p> <p>Scaffold outline or graphic organizer word bank</p> <hr/> <p style="text-align: center;">Bridging</p> <p>Require recursive use of academic language</p> <p>Additional direction for graphic organizer</p> | |
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Scoring Rubric

See Unit 6 Resources Folder

Engaging Scenario

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

UNIT 6 - ENGAGING SCENARIO - MAKE A DIFFERENCE

YOU HAVE THE POWER TO CHANGE THE WORLD

Imagine that you were given the power to change the conditions for the people that live in urban areas. What would you do? Where would you start? How could you possibly bring about a change?

Your job is to create a proposal that demonstrates how you will change the lives of the people living in this environment. Your final proposal project must include the following information:

- ☑ Select at least three areas in which major transformation is needed. These areas can include housing, school systems, welfare, community services, medical care, police intervention, or any other item of your choice.
- ☑ Determine how you will best tackle each of these areas. You can't just snap your fingers and hope for these areas to be perfect – instead you must write a one-page proposal for each area and develop what steps must be taken to fix these problem areas. You do not have unlimited resources, you must be practical and your ideas must be legitimate in order to receive full credit for this assignment
- ☑ Create images, charts, graphs, etc. to reinforce the items that you want to change. For example, you could make before and after pictures or charts, you could develop an area that you want modified - it's really up to you.
- ☑ Put all of this information on a poster board or a multi-media presentation and prepare a short presentation to give to the class. In this presentation you will simply share with the class your three areas of concern and explain how you will change these areas. This presentation should last no longer than five minutes.

Strategies for Differentiation

| All Students | SWD | ELs | Enrichment |
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| <ul style="list-style-type: none"> - Smart Board - Laptops - Visuals aids - Think Aloud - Think/Pair/Share - Summarization - Sentence Frames | Reference IEP <i>Accommodations</i> 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.alvordusdrccd.com/4-input.html <i>Modifications</i> 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 | |
| | | Bridging Require recursive use of academic language Additional direction for graphic organizer | |

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| | Pre-filled Graphic Organizer for students to highlight Alternate text at lower lexile | | |
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| 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? | | | |
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| Successes | | Challenges | |
| Student Perspective | | | |
| Teacher Perspective | A calendar with actual dates for the units will be helpful. | | |