



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	ELA		Grade:	6
Unit Number:	3	Unit Name:	SEARCH FOR TRUTH	
Unit Length	Days: 25 + 5 buffer days		Mins / Day: 40	
Unit Synopsis	After examining persuasive techniques and analyzing various texts, students prepare a debate defending their claim.			
Priority Standards	ELA CCSS			
	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>			
Supporting Standards	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p style="padding-left: 20px;">a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.10 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 discipline-specific tasks, purposes, and audiences.</p>			
	<p>RI.6.1 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>RI.6.2 Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>			

Target ELD Standards	<p>SL.6.4 Collaborative</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p>
	<p>L.6.1 Collaborative</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic context</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>
	<p>W.6.1 Collaborative</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p>

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)
<p>RI.6.1</p> <p>Cite</p> <p>Support</p> <p>Support</p>	<p>Textual evidence</p> <p>Analysis of what the text says explicitly</p> <p>inferences drawn from the text</p>	<p>Level 2:</p> <p>Understand</p>	<p>Level 3: Strategic</p> <p>Thinking and</p> <p>Reasoning</p>
<p>RI.6.2</p> <p>Determine</p> <p>Determine</p> <p>Provide</p>	<p>central idea of a text</p> <p>how it is conveyed through particular details</p> <p>a summary of the text distinct from personal opinions or judgments.</p>	<p>Level 3</p> <p>Understand</p>	<p>Level 3</p> <p>Strategic Thinking/ Reasoning</p>
<p>SL.6.4</p> <p>Present</p> <p>Sequence</p> <p>Use</p> <p>Accentuate</p> <p>Use</p>	<p>claims and findings</p> <p>ideas</p> <p>pertinent descriptions, facts, and details and nonverbal elements</p> <p>main ideas or themes</p> <p>appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>Level 4</p> <p>Create</p>	<p>Level 4</p> <p>Synthesize</p>

L.6.1 Demonstrate	command of the conventions of standard English grammar and usage when writing or speaking	Level 3 Apply	Level 3 Strategic Thinking/ Reasoning
W.6.1 Write Support	arguments claims with clear reasons and relevant evidence	Level 4 Create	Level 4 Synthesize

Learning Progressions of Skills and Concepts

Anchor Standard	RI.6.1 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	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (P)	
Anchor Standard	RI.6.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Previous Grade	Current Grade	Next Grade	
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (P)	
Anchor Standard	SL.6.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
Previous Grade	Current Grade	Next Grade	
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	
Anchor Standard	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Previous Grade	Current Grade	Next Grade	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (P)	

Anchor Standard	W.6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Previous Grade	Current Grade	Next Grade
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence.

Essential Questions	Corresponding Big Ideas
<p><i>(RI 1) How do we support claims and inferences drawn from a text?</i></p> <p><i>(RI.6.2) How do I convey the central idea or theme and provide an accurate summary?</i></p> <p><i>(L 1) How do I become an effective writer and speaker?</i></p> <p><i>(SL 4) How do I effectively deliver presentations?</i></p> <p><i>(W 1) How do I support my arguments?</i></p>	<p><i>(RI 1) Textual evidence supports claims and inferences.</i></p> <p><i>(RI.6.2) Synthesize particular details to determine the central idea or theme and provide an unbiased summary.</i></p> <p><i>(L 1) Conventional grammar is essential in effective writing and speaking.</i></p> <p><i>(SL 4) Effective oral presentations communicate logically sequenced claims using professional demeanor.</i></p> <p><i>(W 1) Arguments are supported with clear reasons and relevant evidence.</i></p>















Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Persuade, argument, debate, counter-argument, support, message, audience, text, subtext, media, evidence, genre	Association, Bandwagon, Beautiful people, Bribery, Celebrities, Experts, Explicit claims, Fear, Humor, Intensity, Maybe, Plain folks, Repetition, Testimonials, Warm & fuzzy, The Big Lie, Charisma, Euphemism, Extrapolation, Flattery, Glittering generalities, Name-calling, New, Nostalgia, Rhetorical questions, Scientific evidence, Simple solution, Slippery slope, Symbols







Resources for Vocabulary Development (Strategies, Routines and Activities)

Frayer Model, Cornell Notes, Vocabulary graphic organizer, Vocabutoons, Poplet (I-pad)



				
frayers model.docx	cornellsystem.pdf	cornell note rubric.doc	vocabulary graphic organizer.docx	Vocabutoons.pdf

ACHIEVE 300 ARTICLES

						
A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO HIS CHILDREN 980.pdf	A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO HIS CHILDREN 1080.pdf	A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO HIS CHILDREN 1180.pdf	A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO HIS CHILDREN AK STI	A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO HIS CHILDREN AK.pd	A MAN WHO CLIMBED THE HIGHE	A MAN WHO CLIMBED THE HIGHE
						
A MAN WHO CLIMBED THE HIGHE	A MAN WHO CLIMBED THE HIGHE	A MAN WHO CLIMBED THE HIGHE	TEEN TAKES HER PLACE IN HISTORY 9	TEEN TAKES HER PLACE IN HISTORY 1	TEEN TAKES HER PLACE IN HISTORY 1	TEEN TAKES HER PLACE IN HISTORY A

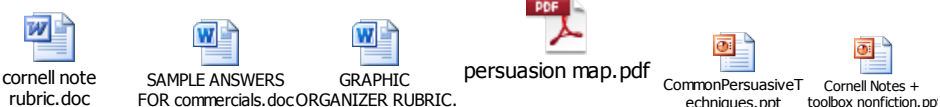
 TEEN TAKES HER PLACE IN HISTORY A	 WOMEN WHO LED THE WAY 980.pdf	 WOMEN WHO LED THE WAY 1080.pdf	 WOMEN WHO LED THE WAY 1180.pdf	 WOMEN WHO LED THE WAY AK STRETC	 WOMEN WHO LED THE WAY AK.pdf
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Unit Assessments	
Pre-Assessment	Post-Assessment
Test Description: EADMS Test Id: 213333	Test Description: EADMS Test Id: 213332
Scoring Guides and Answer Keys	

Assessment Differentiation	
Students with Disabilities	Reference IEP Accommodations <ul style="list-style-type: none"> http://www.alvordusdrcd.com/  DifferentiatedInstructionStrategiesKit.pdf
	Modifications <ul style="list-style-type: none"> http://www.alvordusdrcd.com/  DifferentiatedInstructionStrategiesKit.pdf

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
After examining persuasive techniques and analyzing various texts, students prepare a debate defending their claim.		Days: 8 Mins/Day: 40
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Cornell Notes	Students complete Cornell Notes while learning persuasive techniques .	Days: 2 Mins/Day: 40
Task 2: Persuasion Map and/or Annotation	Using Persuasion Map graphic organizer and/or annotating strategy, students analyze various texts for persuasive strategies.	Days: 5 Mins/Day: 40
Task 3: Answers to Deconstructing	Students analyze ads using Deconstructing Ads and/or Persuasion Map.	Days: 5 Mins/Day: 40

Ads and/or Persuasion Map		
Task 4: DBQ Hammurabi or DBQ Asoka	Students analyze documents and engage in DBQ.	Days: 5 Mins/Day: 40

Interdisciplinary Connections	Current events, research, technology	
Scoring Rubric	 http://www.readwritethink.org/files/resources/interactives/persuasion_map/	

21 st Century Skills	
<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 type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> Initiative and Self-Direction <input 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:

Creativity and Innovation- Students create an ad or poster representing team position on topic.

Critical Thinking and Problem Solving- Students analyze persuasive techniques and prepare and defend a personal claim.

Communication and Collaboration- Students work in groups to prepare information for and to participation in Philosophical Chair and debate.

Flexibility and Adaptability- Students adapt thinking and argument through debate format.

Information and Media Literacy- Students deconstruct and evaluate advertising techniques used in various media.
















Productivity and Accountability- Students are accountable for providing enough evidence to defend their position and to produce an argument and a visual.



Leadership and Responsibility- Team captains are chosen for debate preparation. Team members are responsible for individual portions of debate. Students lead peers to accept their position on a given topic.

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

Authentic Performance Task 1

Task Description	Students complete Cornell Notes while learning persuasive techniques .	Suggested Length	Days: 2 Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	Supporting Standard(s)		
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		
	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		

		Target ELD Standard(s)		
		RI.6.1 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
Essential Question(s)		<i>(RI 1) How do we support claims and inferences drawn from a text?</i>		
Big Idea(s)		<i>(RI 1) Textual evidence supports claims and inferences</i>		
Bloom's		DOK		Scoring Rubric
Level 2: Understand		Level 3: Strategic Thinking and Reasoning		 cornell note rubric.doc
Teaching and Learning Sequence		Teacher explains the Engaging Scenario. - Groups with opposing views debate to defend their claims with supporting evidence. Watch the hook video (kid arguing over a cupcake) http://youtu.be/TP8RB7UZHKI and discuss the elements of faulty argument (video available on the P-drive and the Common Core Website). Teach elements of argument (bandwagon, repetition, snob appeal etc.) and counter-argument, rebuttal (See Resources for Power Point file and PDF files) Students take Cornell Notes on the elements of argument.		
Resources and Materials		(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)  CommonPersuasiveTechniques.ppt  Types of Persuasive Writing.ppt  Language of Persuasion - complete.pdf  Persuasive Techniques.pdf  persuasive.pdf  Persuasive Techniques (Low) 1.1  late start 1.pdf  late start 2.pdf  risky brains article.pdf  homework article.pdf  Cornell Notes + toolbox nonfiction.pp video that explains some of the elements of argument http://youtu.be/-lzGy5gizKg		
Strategies for Differentiation				
All Students	SWD	ELs	Enrichment	
Students review persuasive terms by playing games. http://quizlet.com/17338108/language-arts-defs-and-examples-of-persuasive-techniques-in-advertising-flash-cards/	Reference IEP Accommodations  Differentiated Instruction Strategies Kit.pdf	Emerging  Differentiated Instruction Strategies Kit.pdf	Students persuade which movie/book/actor is best.	
	Modifications	Expanding  Differentiated Instruction Strategies Kit.pdf		

	 DifferentiatedInstructionStrategiesKit.pdf	<p>Bridging</p>  DifferentiatedInstructionStrategiesKit.pdf	
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<p>Scoring Rubric</p>	 cornell note rubric.doc
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Authentic Performance Task 2

<p>Task Description</p>	<p>Using Persuasion Map graphic organizer and/or annotating strategy, students analyze various texts for persuasive strategies.</p>	<p>Suggested Length</p>	<p>Days: 5 Mins/Day: 40</p>
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<p>Standards Addressed</p>	<p>Priority Standard(s)</p>		
	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>		
	<p>Supporting Standard(s)</p>		
	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
	<p>Target ELD Standard(s)</p>		
	<p>RI.6.1 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language RI.6.2 Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language SL.6.4 Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 9. Expressing information and ideas in formal oral presentations on academic topics</p>		









<p>Essential</p>	<p><i>(RI 1) How do we support claims and inferences drawn from a text? (RI.6.2) How do I convey the central idea or theme and provide an accurate summary?</i></p>
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Question(s)					
Big Idea(s)	(RI 1) Textual evidence supports claims and inferences (RI.6.2) Synthesize particular details to determine the central idea or theme and provide an unbiased summary.				
Bloom's	DOK	Scoring Rubric			
Level 2: Understand Level 3 Understand Level 4 Create	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize	 Annotations Rubric (1).pdf  GRAPHIC ORGANIZER RUBRIC.			
Teaching and Learning Sequence	<ul style="list-style-type: none"> - Students read teacher-selected articles (Suggested articles are provided. See Resources. TE Language of Literature offers several persuasive essays). - They complete Persuasion Map or use annotating strategies to analyze the author's purpose and evaluate his/her persuasive techniques 				
Resources and Materials	 persuasion map.pdf  late start 1.pdf  late start 2.pdf  risky brains article.pdf  homework article.pdf  How to Annotate.docx  Annotations Rubric (1).pdf				
Strategies for Differentiation					
All Students	SWD	ELs	Enrichment		
Students backwards map a persuasive speech.	<p>Reference IEP</p> <p><i>Accommodations</i></p>  Differentiated Instruction Strategies Kit.pdf	<p>Emerging</p>  Differentiated Instruction Strategies Kit.pdf	<p>Students read several articles on similar topic to analyze author's claim and supporting evidence.</p>		
	<p><i>Modifications</i></p>  Differentiated Instruction Strategies Kit.pdf	<p>Expanding</p>  Differentiated Instruction Strategies Kit.pdf			
		<p>Bridging</p>  Differentiated Instruction Strategies Kit.pdf			
Scoring Rubric	 GRAPHIC ORGANIZER RUBRIC.				

Authentic Performance Task 3

Task Description	Students analyze ads using Deconstructing Ads and/or Persuasion Map.	Suggested Length	Days: 5 Mins/Day : 40
Standards Addressed	Priority Standard(s)		
	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
	Supporting Standard(s)		
	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p style="padding-left: 20px;">a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
	Target ELD Standard(s)		
	<p>RI.6.1 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>RI.6.2 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>SL.6.4 Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p style="padding-left: 40px;">Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>L.6.1 Collaborative</p>		








	<p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic context</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>		
Essential Question(s)	<p><i>(RI 1) How do we support claims and inferences drawn from a text?</i></p> <p><i>(RI.6.2) How do I convey the central idea or theme and provide an accurate summary?</i></p> <p><i>(L 1) How do I become an effective writer and speaker?</i></p> <p><i>(SL 4) How do I effectively deliver presentations?</i></p>		
Big Idea(s)	<p><i>(RI 1) Textual evidence supports claims and inferences</i></p> <p><i>(RI.6.2) Synthesize particular details to determine the central idea or theme and provide an unbiased summary.</i></p> <p><i>(L 1) Conventional grammar is essential in effective writing and speaking.</i></p> <p><i>(SL 4) Effective oral presentations communicate logically sequenced claims using professional demeanor.</i></p>		
	Bloom's	DOK	Scoring Rubric
	<p>Level 2: Understand</p> <p>Level 3 Understand</p> <p>Level 4 Create</p>	<p>Level 3: Strategic Thinking and Reasoning</p> <p>Level 4 Synthesize</p>	<p> SAMPLE ANSWERS FOR commercials.doc</p> <p> persuasion map.pdf</p>
Teaching and Learning Sequence	<p>Teacher shows various ads (See Resources)</p> <ul style="list-style-type: none"> - There are three poster ads (file name: Deconstruction Ads 2) and three video commercials (file name: Sample Answers for commercials) . - Please choose ads/commercials of your choice. <p>Teacher guides students to analyze the ads/commercials by paying close attention to strong persuasive techniques and faulty arguments. Teacher may use “Deconstruct the Ads/Commercials” (see Resources)</p> <p>After deconstructing a few ads by answering guided questions, students deconstruct the ads by completing Persuasion Map.</p>		






<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources and Materials</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  persuasion map.pdf </div> <div style="text-align: center;">  DECONSTRUCTING ADS 2.docx </div> <div style="text-align: center;">  SAMPLE ANSWERS FOR commercials.doc </div> </div>		
	<p>Strategies for Differentiation</p>		
<p>All Students</p>	<p>SWD</p>	<p>ELs</p>	<p>Enrichment</p>
<p>Students examine other ads/commercials and deconstruct them by answering guiding questions.</p> <p>Create your own ads.</p> <p>http://pbskids.org/dontbuyit/teachersguide/createyourownad.html</p>	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div> <p style="text-align: center;"><i>Modifications</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p style="text-align: center;">Emerging</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p>Students can enter contest hosted by Media Literacy Project.</p> <p>http://medialiteracyproject.org/analyze/bad-ads</p> <p>http://medialiteracyproject.org/counter-ads</p> <p>Assign Creating an Ad/Commercial Project</p> <p>http://teach.oetc.org/lessonplans/persuasive-techniques-advertising-and-make-your-own-advertisement</p>
		<p style="text-align: center;">Expanding</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div> <p style="text-align: center;">Create your own ads.</p> <p>http://pbskids.org/dontbuyit/teachersguide/createyourownad.html</p>	
		<p style="text-align: center;">Bridging</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	
<p>Scoring Rubric</p>			

	 DECONSTRUCTING ADS 2.docx	 SAMPLE ANSWERS FOR commercials.doc	 GRAPHIC ORGANIZER RUBRIC	 common advertising techniques.noteboo	 print_ad_rubric.doc	 persuasive_speech_ _propaganda_technic
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Authentic Performance Task 4






Task Description	Students analyze documents and engage in DBQ.	Suggested Length	Days: 5 Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	<p>SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>		
	Supporting Standard(s)		
	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.6.10 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 discipline-specific tasks, purposes, and audiences.</p>		
	Target ELD Standard(s)		
<p>SL.6.4 Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>L.6.1 Collaborative 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive 5. Listening actively to spoken English in a range of social and academic context</p>			

	<p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>W.6.1 Collaborative</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p>		
Essential Question(s)	<p>(L 1) <i>How do I become an effective writer and speaker?</i></p> <p>(SL 4) <i>How do I effectively deliver presentations?</i></p> <p>(W 1) <i>How do I support my arguments?</i></p>		
Big Idea(s)	<p>(L 1) <i>Conventional grammar is essential in effective writing and speaking.</i></p> <p>(SL 4) <i>Effective oral presentations communicate logically sequenced claims using professional demeanor.</i></p> <p>(W 1) <i>Arguments are supported with clear reasons and relevant evidence.</i></p>		
	Bloom's	DOK	Scoring Rubric
	<p>Level 2: Understand</p> <p>Level 4 Create</p>	<p>Level 3: Strategic Thinking and Reasoning</p> <p>Level 4 Synthesize</p>	 DEBATE RUBRIC.docx
Teaching and Learning Sequence	<p>Students analyze documents and engage in DBQ.</p> <ul style="list-style-type: none"> - History related: DBQ Hammurabi or DBQ Asoka - Current issue: School Uniform: Should we enforce it?, banning homework 		
Resources and Materials	 DEBATE RUBRIC.docx  persuasion map.pdf  PHILCHAIRS.pdf  Philosophical-Chairs.pdf  Classroom Debates.doc		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Students create an ad for a made-up product.	<p>Reference IEP</p> <p><i>Accommodations</i></p>	<p>Emerging</p>  DifferentiatedInstructionStrategiesKit.pdf	Students film a commercial for a made-up product.

	 DifferentiatedInstructionStrategiesKit.pdf Modifications  DifferentiatedInstructionStrategiesKit.pdf		
		Expanding  DifferentiatedInstructionStrategiesKit.pdf	
		Bridging  DifferentiatedInstructionStrategiesKit.pdf	
Scoring Rubric	 DEBATE RUBRIC.docx		

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
Groups with opposing views present their views in a debate format. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  PHILCHAIRS.pdf </div> <div style="text-align: center;">  SocraticSeminar.pdf </div> <div style="text-align: center;">  DEBATE RUBRIC.docx </div> </div>

Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Students watch clips of presidential debate.	Reference IEP Accommodations  DifferentiatedInstructionStrategiesKit.pdf	Emerging  DifferentiatedInstructionStrategiesKit.pdf	Students engage in grade-level debate sessions.
	Modifications  DifferentiatedInstructionStrategiesKit.pdf	Expanding  DifferentiatedInstructionStrategiesKit.pdf	
		Bridging  DifferentiatedInstructionStrategiesKit.pdf	

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		