

Rigorous Curriculum Design





Subject	Subject: ELA					Grade:	6	
Unit		2	Unit Name:		SEARCH FOR TRUTH			
Numbe	er:	3						
Unit Le	ngth	Days: 25	25 + 5 buffer days Mins / Day: 40					
		After exa	mining persuasiv	e techniques and analyzing	g various texts, students pr	epare a deb	ate defending	
Unit Sy	nonsis	their clai	m.					
Ome Sy	ПОРЗІЗ							
				ELA CC	cc			
Priority Standards				ort analysis of what the text sa				
qa				a text and how it is conveye	d through particular details;	; provide a si	immary of the	
ţan			personal opinions	s or judgments (e.g., argument, narrative, ir	oformativo rosponso to litor	raturo proco	ntations)	
S \				g pertinent descriptions, fac				
ori				iate eye contact, adequate v			o accentuate	
Pri				•	-		or speaking.	
		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1 Write arguments to support claims with clear reasons and relevant evidence.						
		6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons						
			_	•	a text, distinguishing claims	that are sup	ported by reasons	
		evidence from claims that are not. Applying in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (o.g.						
		Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., ligh examples or anecdotes).						
		Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and						
S		ributes to the development of the ideas.						
Supporting Standards	a.							
anc	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.						
St	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to						
ting		informatio						
, oc		Gather relevant information from multiple print and digital sources; assess the credibility of each source; and or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic						
dh				conclusions of others while a	avoiding plagiarism and prov	iding basic k	ibliographic	
S		ation for so		conventions of standard Englisl	h canitalization nunctuation a	nd challing w	hon writing	
				and its conventions when wi			ien wiiting.	
				or informational texts to su	O. 1 O. O.	•	_	
			· · · · · · · · · · · · · · · · · · ·	nded time frames (time for r	• •			
	frames	(a single s	itting or a day or t	wo) for a range of discipline	-specific tasks, purposes, ar	nd audiences		
	RI.6.1	Interpreta	ntive					
		6. Readin	g closely literary	and informational texts an	d viewing multimedia to de	etermine ho	w meaning is	
	l			implicitly through languag	e			
	RI.6.2	Interpre						
		•	•	and informational texts and	•	termine ho	n meaning is	
		convey	ed explicitly and i	mplicitly 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

L.6.1 Collaborative

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

 Interpretive
- 5. Listening actively to spoken English in a range of social and academic context
- 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
- 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
- 11. Justifying own arguments and evaluating others' arguments in writing
- 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

W.6.1 Collaborative

- 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges **Productive**
- 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
- 11. Justifying own arguments and evaluating others' arguments in writing

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

English Language Arts

			0 - 0 - 0
L.6.1	command of the conventions of standard English grammar and	Level 3	Level 3
Demonstrate	usage when writing or speaking	Apply	Strategic Thinking/
			Reasoning
W.6.1	arguments	Level 4	Level 4
Write	claims with clear reasons and relevant evidence	Create	Synthesize
Support			

Learning Progressions of Skills and Concepts

Anchor Standard	PL 6 1 Popo	closely to determine what the text says e	valicitly and to make logical inferences
Aliciloi Stallualu		specific textual evidence when writing or	
from the tex			speaking to support conclusions drawn
Previous Grade	Hom the tex	Current Grade	Next Grade
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Anchor Standard RI.6.2 Determine the property of the p		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)
Previous Grade	the key sup	porting details and ideas. 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		ent information, findings, and supporting e easoning and the organization, developme d audience.	
Previous Grade		Current Grade	Next Grade
Report on a topic or text or opinion, sequencing ideas lousing appropriate facts and descriptive details to supposideas or themes; speak clea understandable pace.	present an ogically and relevant, rt main		Next Grade 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
Report on a topic or text or opinion, sequencing ideas lousing appropriate facts and descriptive details to supposideas or themes; speak clean	present an ogically and relevant, rt main rly at an	Current Grade 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	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
Report on a topic or text or opinion, sequencing ideas lousing appropriate facts and descriptive details to supposideas or themes; speak clea understandable pace.	present an ogically and relevant, rt main rly at an L.6.1 Demo	Current Grade 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	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 top supporting a point of view v 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
(RI 1) How do we support claims and inferences drawn from	(RI 1) Textual evidence supports claims and inferences.
a text?	
	(RI.6.2) Synthesize particular details to determine the central
(RI.6.2) How do I convey the central idea or theme and provide an accurate summary?	idea or theme and provide an unbiased summary.
	(L 1) Conventional grammar is essential in effective writing
(L 1) How do I become an effective writer and speaker?	and speaking.
(SL 4) How do I effectively deliver presentations?	(SL 4) Effective oral presentations communicate logically
	sequenced claims using professional demeanor.
(W 1) How do I support my arguments?	
	(W 1) Arguments are supported with clear reasons and
	relevant evidence.

Unit Vocabulary Words					
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)				
Persuade, argument, debate, counter-argument, support,	Association, Bandwagon, Beautiful people, Bribery,				
message, audience, text, subtext, media, evidence, genre	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 Developme	nt (Strategies, Routines and Activities)				
Frayer Model, Cornell Notes, Vocabulary graphic organizer, Vocabutoons, Poplet (I-pad) frayers model.docx cornellsystem.pdf cornell note vocabulary graphic organizer.docx Vocabutoons.pdf					
ACHIEVE 3	00 ARTICLES				
POF POF POF	DOF DOF				
A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER'S GIFT TO A FATHER HIS CHILDREN 980.phis Children 1080.his Children 1180.his Children 1180.his Children 1080.	'S GIFT TO A FATHER'S GIFT TO A MAN WHO A MAN WHO REN AK STIHIS CHILDREN AK.pd CLIMBED THE HIGHES CLIMBED THE HIGHES				
POF POF	POE POE				
ATTURE ATTURE ATTURE TELEVIS	KES HER TEEN TAKES HER TEEN TAKES HER TEEN TAKES HER HISTORY 9:PLACE IN HISTORY 1 PLACE IN HISTORY 1				

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Unit Assessments

Pre-Assessment Post-Assessment

Test Description: Test Description: EADMS Test Id: 213333 EADMS Test Id: 213332

Scoring Guides and Answer Keys

Assessment Differentiation

Reference IEP Accommodations

• http://www.alvordusdrcd.com/



DifferentiatedInstruc tionStrategiesKit.pdf

Modifications

Students with Disabilities

• http://www.alvordusdrcd.com/



DifferentiatedInstruc tionStrategiesKit.pdf

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

English Language Arts

Ads and/or					
Persuasion Map					
Task 4:	Students analyze documents and engage i	n DBQ.	Days: 5		
DBQ Hammurabi					
or DBQ Asoka			Mins/Day: 40		
Interdisciplinary Connections	Current events, research, technology				
Scoring Rubric					
	21 st Centi	ury Skills			
✓ Creativity a	nd Innovation	☐ Initiative and Self-Direction			
✓ Critical Thir	nking and Problem Solving	☐Social and Cross-Cultural Skills			
✓ Communica	ation and Collaboration	✓ Productivity and Accountability			
✓ Flexibility a	nd Adaptability	✓ Leadership and Responsibility			
☐Globally and Fina	incially Literate				
✓ Information	n and Media Literacy				

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

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

English Language Ar							
	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						
	(RI 1) How do we support claims and inferences drawn from a text?						
Big Idea(s)	(RI 1) Textual evidence supports claims and inferences						
	oom's	DC			Scoring Rubric		
Level 2:	Understand	Level 3: Strat and Rea	-		cornell note rubric.doc		
Inence	· ·	the Engaging Scenario. vith opposing views deba	te to defend their	claims wi	th supporing evidence.		
Teaching and Learning Sequence		video (kid arguing over a cupcake) http://youtu.be/TP8RB7UZHKI and discuss the cy argument (video available on the P-drive and the Common Core Website).					
s and Lea	Teach elements of argument (bandwagon, repetition, snob appeal etc.) and counter-argumen rebuttal (See Resources for Power Point file and PDF files)						
Teaching	Students take Cornell Notes on the elements of argument.						
rces and Materials	(e.g., Textbook CommonPersuasiveT echniques.ppt	Types of Persuasive Langu	lage of Persuasive	litional P telescope eTechnique pdf	rint Sources and Artifacts) Persuasive Persuasive Techniques (Low) 1.1		
urces and	late start 1.pdf	late start 2.pdf risk	y brains homework	article pdf	Cornell Notes + box nonfiction.pp		
Resour	video that explain	ns some of the elements					
		Strategies for Diffe					
All Stude	ents	SWD	ELs		Enrichment		
Students review persuasive terms by playing games.		Reference IEP Accommodations	Emerging DifferentiatedInstionStrategiesKit.	truc	udents persuade which ovie/book/actor is best.		
http://quizlet.com/17338108/language- arts-defs-and-examples-of-persuasive- techniques-in-advertising-flash-cards/		DifferentiatedInstruc tionStrategiesKit.pdf	Expanding				

Modifications

DifferentiatedInstruc tionStrategiesKit.pdf





Scoring Rubric



Authentic Performance Task 2

Task Description	Using Persuasion Map graphic organizer and/or annotating strategy, students analyze various texts for persuasive strategies.	Suggested Length	Days: 5 Mins/Day: 40				
		ority 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. 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						
	Supp	oorting Standard(s)					
Standards Addressed	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.						
ds Ad	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target ELD Standard(s)						
Standa	RI.6.1 Interpretative 6. Reading closely literary and informate meaning is conveyed explicitly and implicitly in RI.6.2 Interpretive 6. Reading closely literary and informate meaning is conveyed explicitly and implicitly in SL.6.4 Collaborative 3. Offering and justifying opinions, neglexchanges Productive 12. Selecting and applying varied and productive ideas	through language tional texts and viewing multin through language gotiating with and persuading	nedia to determine how others in communicative				
	9. Expressing information and ideas in	-	academic topics				
Essential	(RI 1) How do we support claims and inference (RI.6.2) How do I convey the central idea or the	-	summary?				

						English Language Arts
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.					
Bloo	m's	DO	(Scoring Rub	ric
Level 2: Understand Level 3 Understand Level 4 Create		Level 3: Strate and Reas Level Synthe	oning 4	Annotations Rubric GRAPHIC (1).pdf ORGANIZER RUBRIC.		NPHIC
Teaching and Learning Sequence	 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 Annotations Rubric (1).pdf	late start 1.pdf	late start 2.pdf	risky brains article.pdf	homework article.pdf	How to Annotate.docx

Strategies for Differentiation					
All Students	SWD	ELs	Enrichment		
Students backwards map a persuasive speech.	Reference IEP Accommodations	Emerging DifferentiatedInstructionStrategiesKit.pdf	Students read several articles on similar topic to analyze author's claim and supporting evidence.		
	DifferentiatedInstruc tionStrategiesKit.pdf Modifications	Expanding DifferentiatedInstruc tionStrategiesKit.pdf			
	DifferentiatedInstruc tionStrategiesKit.pdf	Bridging DifferentiatedInstructionStrategiesKit.pdf			
Scoring Rubric	•	GRAPHIC ORGANIZER RU	BRIC.		

Authentic Performance Task 3

	Students analyze ads using Decontructing Ads and/or Persuasion Map.	Suggested	Days: 5			
Task Description		Length	Mins/Day			
			Mins/Day : 40			
	Priority Standard(s)					
	DLC1 Cita taytual avidance to curport applysis of what the tayt says avalisit	v as well as info	roncos			
	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	, , ,				
	SL.6.4 Present claims and findings (e.g., argument, narrative, informative, respo					
	presentations), sequencing ideas logically and using pertinent descriptions, facts					
	elements to accentuate main ideas or themes; use appropriate eye contact, ade	quate volume, a	nd clear			
	pronunciation. CA L.6.1 Demonstrate command of the conventions of standard English grammar a	ind usage when y	writing or			
	speaking.	ina asage when t	WITCHING OF			
	Supporting Standard(s)					
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguish supported by reasons and evidence from claims that are not.	ing claims that a	re			
	supported by reasons and evidence from claims that are not. 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).					
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a					
eq	text and contributes to the development of the ideas.					
.ess	a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.					
Standards Addressed	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in					
ls A	presentations to clarify information.					
darc	W.6.8 Gather relevant information from multiple print and digital sources; asse	-				
anc	source; and quote or paraphrase the data and conclusions of others while avoid	ing plagiarism ar	nd providing			
, s	basic bibliographic information for sources. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and					
	spelling when writing.					
	L.6.3 Use knowledge of language and its conventions when writing, speaking, re	eading, or listeni	ng.			
	Target ELD Standard(s)					
	RI.6.1 Interpretative					
	6. Reading closely literary and informational texts and viewing multim	nedia to determ	ine how			
	meaning is conveyed explicitly and implicitly through language					
	RI.6.2 Interpretive					
	6. Reading closely literary and informational texts and viewing multim	edia to determi	ne how			
	meaning is conveyed explicitly and implicitly through language SL.6.4 Collaborative					
	3. Offering and justifying opinions, negotiating with and persuading o	thers in commu	nicative			
	exchanges	thers in commu	incative			
	Productive					
	12. Selecting and applying varied and precise vocabulary and language	e structures to e	effectively			
	convey ideas					
	9. Expressing information and ideas in formal oral presentations on a	cademic topics				

L.6.1 Collaborative

			English Language Arts		
	4. Adapting language	choices to various contexts (based on task, purpose	e, audience, and text		
	type)				
	Interpretive				
	5. Listening actively to spoken English in a range of social and academic context				
	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				
	10. Writing literary and informational texts to present, describe, and explain ideas and				
	information, using appr				
		uments and evaluating others' arguments in writing			
		ying varied and precise vocabulary and language str	ructures to effectively		
	convey ideas				
	(RI 1) How do we support of	claims and inferences drawn from a text?			
Essential	(RI.6.2) How do I convey the	e central idea or theme and provide an accurate sur	nmary?		
Question(s)	(L 1) How do I become an ef	fective writer and speaker?			
	(SL 4) How do I effectively de	eliver presentations?			
	(RI 1) Textual evidence supp	orts claims and inferences			
Big		r details to determine the central idea or theme and	d provide an unbiased		
2.8	summary.		•		
Idea(s)	-	r is essential in effective writing and speaking.			
	(SL 4) Effective oral presentations communicate logically sequenced claims using professional				
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		ntions communicate logically sequencea claims usin	g projessional		
	demeanor.				
		DOK	Scoring Rubric		
Level	demeanor. Bloom's	DOK			
Level	demeanor.				
Level	demeanor. Bloom's 2: Understand	DOK Level 3: Strategic Thinking and Reasoning	Scoring Rubric SAMPLE ANSWERS		
	demeanor. Bloom's 2: Understand Level 3	DOK Level 3: Strategic Thinking and Reasoning Level 4	Scoring Rubric		
	demeanor. Bloom's 2: Understand	DOK Level 3: Strategic Thinking and Reasoning	Scoring Rubric SAMPLE ANSWERS		
	demeanor. Bloom's 2: Understand Level 3 nderstand	DOK Level 3: Strategic Thinking and Reasoning Level 4	Scoring Rubric SAMPLE ANSWERS FOR commercials. doc		
	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4	DOK Level 3: Strategic Thinking and Reasoning Level 4	Scoring Rubric SAMPLE ANSWERS		
	demeanor. Bloom's 2: Understand Level 3 nderstand	DOK Level 3: Strategic Thinking and Reasoning Level 4	Scoring Rubric SAMPLE ANSWERS FOR commercials. doc		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create	DOK Level 3: Strategic Thinking and Reasoning Level 4 Synthesize	Scoring Rubric SAMPLE ANSWERS FOR commercials. doc		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources)	SAMPLE ANSWERS FOR commercials. doc persuasion map.pdf		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and thr	SAMPLE ANSWERS FOR commercials. doc persuasion map.pdf		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials).	SAMPLE ANSWERS FOR commercials. doc persuasion map.pdf		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and thr	Scoring Rubric SAMPLE ANSWERS FOR commercials. doc persuasion map.pdf		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice.	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads Teacher guides students to	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice. o analyze the ads/commercials by paying close atternals	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads Teacher guides students to persuasive techniques and	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice.	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads Teacher guides students to	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice. o analyze the ads/commercials by paying close atternals	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads Teacher guides students to persuasive techniques and (see Resources)	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice. o analyze the ads/commercials by paying close attended faulty arguments. Teacher may use "Deconstruct	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials ention to strong the Ads/Commercials"		
U	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads Teacher guides students to persuasive techniques and (see Resources) After decontructing a few	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice. o analyze the ads/commercials by paying close attended faulty arguments. Teacher may use "Deconstruct ads by answering guided questions, students deconstruct	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials ention to strong the Ads/Commercials"		
	demeanor. Bloom's 2: Understand Level 3 nderstand Level 4 Create Teacher shows various ad - There are three po (file name: Sample - Please choose ads Teacher guides students to persuasive techniques and (see Resources)	Level 3: Strategic Thinking and Reasoning Level 4 Synthesize s (See Resources) oster ads (file name: Deconstruction Ads 2) and three Answers for commercials). s/commercials of your choice. o analyze the ads/commercials by paying close attended faulty arguments. Teacher may use "Deconstruct ads by answering guided questions, students deconstruct	Scoring Rubric SAMPLE ANSWERS FOR commercials.doc persuasion map.pdf ee video commercials ention to strong the Ads/Commercials"		

Resources and Materials







persuasion map.pdf DECONSTRUCTING SAMPLE ANSWERS ADS 2.docx FOR commercials.doc

Strategies for Differentiation

Strategies for Differentiation					
All Students	SWD	ELs	Enrichment		
Students examine other adds/commercials and	Reference IEP Accommodations	Emerging DifferentiatedInstruc	Students can enter contest hosted by Media Literacy Project.		
deconstruct them by answering guiding questions.	DifferentiatedInstruc tionStrategiesKit.pdf	tionStrategiesKit.pdf	http://medialiteracyproject.org /analyze/bad-ads http://medialiteracyproject.org		
	Modifications		/counter-ads		
Create your own ads. http://pbskids.org/do ntbuyit/teachersguide /createyourownad.ht ml	DifferentiatedInstruc tionStrategiesKit.pdf		Assign Creating an Ad/Commercial Porject http://teach.oetc.org/lessonpla ns/persuasive-techniques- advertising-and-make-your- own-advertisement		
Consider Dahain		DifferentiatedInstructionStrategiesKit.pdf Create your own ads. http://pbskids.org/dontbuyit/teachersguide/createyourownad.html Bridging DifferentiatedInstructionStrategiesKit.pdf			
Scoring Rubric					











ADS 2.docx

DECONSTRUCTING SAMPLE ANSWERS

common_advertising print_ad_rubric.doc persuasive_speech_-FOR commercials.doc GRAPHIC techniques.noteboo _propaganda_technic

Authentic Performance Task 4

	Students analyze documents and engage in DBQ.	Suggested Length	Days: 5	
Task Description			Mins/Day: 40	
	Priority Standard	4(e)		
	Priority Standard	u(5)		
	 SL.6.4 Present claims and findings (e.g., argument, narrative, presentations), sequencing ideas logically and using pertinen elements to accentuate main ideas or themes; use appropria pronunciation. CA L.6.1 Demonstrate command of the conventions of standard speaking. W.6.1 Write arguments to support claims with clear reasons Supporting Standard 	t descriptions, facts, and deta te eye contact, adequate volu I English grammar and usage v and relevant evidence.	ils and nonverbal me, and clear	
		(0)		
Standards Addressed	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of ear source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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, a audiences.			
	Target ELD Standard(s)			
	SL.6.4 Collaborative 3. Offering and justifying opinions, negotiating with exchanges Productive 12. Selecting and applying varied and precise vocab convey ideas 9. Expressing information and ideas in formal oral L.6.1 Collaborative 4. Adapting language choices to various contexts (batype) Interpretive 5. Listening actively to spoken English in a range of second contexts.	ulary and language structure presentations on academic tased on task, purpose, audien	es to effectively opics	

	meaning is conveyed explicitly and implicitly through language					
	Productive 9. Expressing information and ideas in formal oral presentations on academic topics					
	10. Writing literary and informational texts to present, describe, and explain ideas and					
	information, using appropriate technology					
	11. Justifying own arguments and evaluating others' arguments in writing					
	12. Selecting and applying varied and precise vocabulary and language structures to effectively					
		convey ideas				
		Collaboration		nogotioting with on	d porcuadi	na othors in communicative
		onering a	na justilying opinions	s, negotiating with an	a persuaai	ng others in communicative
		Productive				
			erary and information	nal texts to present, d	escribe, an	d explain ideas and
	infori	mation, us	ing appropriate techi	nology		
	11	Justifying o	own arguments and e	valuating others' arg	uments in	writing
Essential	(I 1) Hou	y do I heco	me an effective write	r and sneaker?		
Question(s)				•		
Question(s)	(SL 4) How do I effectively deliver presentations? (W 1) How do I support my arguments?					
Big	(L 1) Conventional grammar is essential in effective writing and speaking.					
			presentations commi	ınicate logically sequ	enced clain	ns using professional
Idea(s)	demeanor. (W 1) Arguments are supported with clear reasons and relevant evidence.					
	/14/11 Ara	umants ar	o cupported with clay	er reasons and releva	nt avidance	
		juments ar			nt evidence	
	(W 1) Arg om's	juments ar		ar reasons and releval DK	nt evidence	Scoring Rubric
Bloc		guments ar	Level 3: Strate	cic Thinking and	nt evidence	
Bloc Level 2: U	nderstand	guments ar	Level 3: Strate	OK .	nt evidence	
Bloo Level 2: U Lev	nderstand	guments ar	Level 3: Strateg Reas	gic Thinking and onling	nt evidence	Scoring Rubric DEBATE
Bloo Level 2: U Lev	nderstand	guments ar	Level 3: Strateg Reas Lev	gic Thinking and oning	nt evidence	Scoring Rubric
Bloo Level 2: U Lev	nderstand	guments ar	Level 3: Strateg Reas Lev	gic Thinking and onling	nt evidence	Scoring Rubric DEBATE
Level 2: U Lev Cre	nderstand el 4 eate	analyze do	Level 3: Strateg Reas Lev Synth ocuments and engage	gic Thinking and onling el 4 nesize in DBQ.	nt evidence	Scoring Rubric DEBATE
Level 2: U Lev Cre	nderstand el 4 eate Students - H	analyze do listory rela	Level 3: Strateg Reas Lev Synth ocuments and engage ted: DBQ Hammurab	gic Thinking and poning el 4 nesize in DBQ. i or DBQ Asoka		Scoring Rubric DEBATE RUBRIC.docx
Level 2: U Lev Cre	nderstand el 4 eate Students - H	analyze do listory rela	Level 3: Strateg Reas Lev Synth ocuments and engage ted: DBQ Hammurab	gic Thinking and onling el 4 nesize in DBQ.		Scoring Rubric DEBATE RUBRIC.docx
Leaching and Learning Sequence Sequence	nderstand el 4 eate Students - H	analyze do listory rela	Level 3: Strateg Reas Lev Synth ocuments and engage ted: DBQ Hammurab	gic Thinking and poning el 4 nesize in DBQ. i or DBQ Asoka		Scoring Rubric DEBATE RUBRIC.docx
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All Students	SWD	ELs	Enrichment
Students create an ad for a	Reference IEP	Emerging	Students film a commercial
made-up product.	Accommodations	DifferentiatedInstruc tionStrategiesKit.pdf	for a made-up product.

DifferentiatedInstructionStrategiesKit.pdf

Modifications

DifferentiatedInstructionStrategiesKit.pdf

Bridging

DifferentiatedInstructionStrategiesKit.pdf

DifferentiatedInstructionStrategiesKit.pdf

Engaging Scenario

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

Groups with opposing views present their views in a debate format.

Scoring Rubric



PHILCHAIRS. pdf



SocraticSeminar.pdf



W

DEBATE RUBRIC.docx

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

English Language Arts

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				