

Rigorous Curriculum Design

Unit Planning Organizer



Subject:	ELA		Grade:	9
Unit Number:	2	Unit Name:	ERWC- Extreme Sports	
Unit Length	Days: 20 (+ 5 day buffer)		Mins / Day: 55 minutes	
Unit Synopsis	Each site will be given the option of choosing between the ERWC units “Extreme Sports: What’s the Deal?” or “Threatening Stereotypes”. The units explore the function of rhetoric in expository prose and foster students’ abilities to generate rhetorical claim and support it with relevant references. Students are asked to annotate and analyze the relevance of specific references. The unit culminates in students writing an essay.			

ELA CCSS	
Priority Standards	RI 9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI 9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RI 9-10.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	W 9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	W 9-10.2- 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 9-10.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	L 9-10.3- 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. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.

- RI 9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI 9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI 9-10.6- 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.
- W 9-10.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL 9-10.2- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL 9-10.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- RI 9-10.10- By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- L 9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.
- L 9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Target ELD Standards	<p>Collaborative</p> <p>1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (L3)</p> <p>2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (L3)</p> <p>3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W1, L3)</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L3)</p>
	<p>Interpretative</p> <p>5: Listening actively to spoken English in a range of social and academic context (L3)</p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI1, RI2, RI8, L3)</p> <p>7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RI8, L3)</p> <p>8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L3)</p>
	<p>Productive</p> <p>9: Expressing information and ideas in formal oral presentations on academic topics (L3)</p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W1, W2, W7, L3)</p> <p>11: Justifying own arguments and evaluating others' arguments in writing (W1, L3)</p> <p>12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L3)</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)
RI 9-10.1 Cite Support	Textual evidence (strong and thorough) Analysis (explicit and inference)	Level 4- Analyze	Level 3- Strategic thinking/ reasoning
RI 9-10.2 Determine Analyze Provide	Central ideas Development Objective textual summary	Level 4- Analyze	Level 3- Strategic thinking/ reasoning
RI 9-10.8 Delineate Evaluate Identify	Argument, specific claims Relevant, sufficient False statements, fallacious reasoning	Level 5-Evaluate	Level 3- Strategic thinking/ reasoning

W 9-10.1 Write	Argument to support claims using valid reasoning, relevant and sufficient evidence	Level 6- Create/ Evaluate	Level 4- Extended thinking
W 9-10. 2 Write Convey	Informative/ explanatory texts Complex ideas, concepts Clearly , accurately	Level 6- Create/ Evaluate	Level 4- Extended thinking
W 9-10.7 Conduct Solve Synthesize	Research to answer a question A problem Multiple sources	Level 5-Evaluate/ Synthesis	Level 3- Strategic thinking/ reasoning
L 9-10.3 Apply Comprehend Write Edit	Language functions in different contexts When reading and listening To conform to MLA guideline	Level 3-Apply	Level 1-Recall and reproduction

Learning Progressions of Skills and Concepts

Anchor Standard	RI 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Previous Grade	Current Grade	Next Grade	
RI 8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI 9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.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.	
Anchor Standard	RI 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	
RI.8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI 9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.11-12.2- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
Anchor Standard	RI 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Previous Grade	Current Grade	Next Grade	
RI.8.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI 9-10.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.11-12.8- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and	

		arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
Anchor Standard	W 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
<p>W.8.1- Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W 9-10.1- 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>a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c) Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>d) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and supports the argument</p>

		presented.
Anchor Standard	W 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Previous Grade	Current Grade	Next Grade
<p>W.8.2- Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a) Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W 9-10.2- 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>a) Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>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.</p> <p>a) Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the</p>

		significance of the topic).
Anchor Standard	W 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Previous Grade	Current Grade	Next Grade
W.8.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W 9-10.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Anchor Standard	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.	
Previous Grade	Current Grade	Next Grade
L 8.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	L 9-10.3- 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. a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	L 11-12.3- 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. a) Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Essential Questions	Corresponding Big Ideas
RI 9-10.1- Why is citing strong and thorough textual evidence to support analysis of what the text says important?	RI 9-10.1- In order to support an analysis of what the text says explicitly as well as inferences drawn from text, one must cite strong and thorough textual evidence.
RI 9-10.2- How do you determine the central idea of a text and analyze its development over the course of the text?	RI 9-10.2- In order to determine the central idea of a text and analyze its development, one must examine how the central idea emerges and is shaped and refined by specific details.
RI 9-10.8- Why is it important to evaluate the argument and specific claims in a text by assessing whether the reasoning is valid and the evidence is relevant and sufficient?	RI 9-10.8- In order to evaluate an argument and specific claims in text, one must assess whether the reasoning is valid and the evidence is relevant and sufficient.
W 9-10.1- How are credible sources used to create a strong argument?	W 9-10.1- Strong arguments use valid reasons and relevant and sufficient evidence from credible sources.
W 9-10.2- What do well written informative/explanatory texts contain?	W 9-10.2- Written informative and explanatory texts examine and convey complex idea, concepts and information clearly

<p>W 9-10.7- How do you conduct a short research project?</p> <p>L 9-10.3- Why is it important to know how to apply knowledge of language functions in different contexts?</p>	<p>and accurately.</p> <p>W 9-10.7- Short research projects are conduct to answer a self-generated question by synthesizing multiple sources on a subject.</p> <p>L 9-10.3- To make effective choices for meaning or style and to comprehend more fully when reading or listening.</p>
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Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
accuracy	adverb, conjunctive
analysis	capitalization
analyze	colon
cite	command of conventions
claim	connotative
conform	denotation
context	euphamism
convey	explanatory
credibility	figurative
cumulative	figurative language
delineate	figures of speech
determine	literary nonfiction
discipline	nuance
distorted	oxymoron
diverse	point of view
edit	punctuation
emerge	rhetoric
evaluate	semicolon
evidence	style manual
exaggerated	tone
explicitly	ERWC - Extreme Sports
fallacious	adrenaline junkies
guideline	autism
inferences	aversion to risk
inquiry	genetic condition
integrate	lose inhibitions
media	syndrome
objective (summary)	

<p>opinion</p> <p>quantitatively</p> <p>quotation</p> <p>refine</p> <p>reflection</p> <p>relevant</p> <p>substantive</p> <p>sufficient</p> <p>thorough</p> <p>valid</p>	<p>unsanctioned</p> <p>syndrome</p> <p>ERWC - Threatening Stereotypes</p> <p>ameliorate</p> <p>aptitude</p> <p>conscious</p> <p>depress</p> <p>discriminate</p> <p>inevitable</p> <p>inherent</p> <p>innate</p> <p>salient</p> <p>society</p> <p>stereotype</p>
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Resources for Vocabulary Development (Strategies, Routines and Activities)

- See Vocabulary activities in ERWC module
- Mnemonics
- [Vocab-O-Gram Activity](#)
- [Vocabulary Frayer](#)
- Vocabulary Flipbook/Foldable
- Vocabulary Around the World
- Vocabulary Examples/Non-examples
- Vocabulary Matrix
- Vocabulary Focus Word Wall
- Vocabulary Word Map

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: This test is a 10 question pre-assessment. There are 9</p>	<p>Test Description: This test is a 10 question post-assessment. There are 9</p>

<p>selected response questions and 1 constructed response question based on the passages and skills related to unit.</p> <p>Based on your student population, testing may take more than one class period. Times may vary.</p> <p>EADMS Test Id: 211871</p>	<p>selected response questions and 1 constructed response questions based on several readings and skills related to the unit.</p> <p>Based on your student population, testing may take more than one class period. Times may vary.</p> <p>EADMS Test Id: 211872</p>
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Scoring Guides and Answer Keys

<p>Pre-Assessment Scoring Guide and Answer Key</p>  <p>211871 AUSDCCSS ELA 09 UNIT 3 CFA PI</p>	<p>Post-Assessment Scoring Guide and Answer Key</p>  <p>211872 AUSD CCSS ELA 09 UNIT 3 CFA PI</p>
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Assessment Differentiation


<p>Students with Disabilities</p>	<p>Reference IEP Accommodations See http://www.alvordusdrcd.com/</p> <p>Modifications See http://www.alvordusdrcd.com/5-difficulty.html</p>
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Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description:	<p>A current movement in education argues for learners as leaders in the classroom. One important aspect of leading learning, is selecting related texts for study.</p> <p>When faced with a question, it is important to consider various perspectives before crafting a response. Creating a Theme Triangle allows students to identify a central idea and explore different mediums (sources/genres) in which the central idea is reflected. Prepare to present your proposal to your teacher and classmates who will select one triad of texts for class study.</p> <p>Each individual student will create a theme triangle using a risk-taking quote from the Extreme Sports ERWC Unit <u>or</u> a new perspective they learned through the Threatening Stereotypes ERWC Unit.</p> <ol style="list-style-type: none"> a) For each of the three points of the triangle, students will select one medium (sources/genre). <ol style="list-style-type: none"> a. One of the mediums must be an article from the ERWC unit. b. The two remaining must come from different sources such as: film, You-Tube, song lyrics, poetry, novels, short stories, photographs, magazine/newspaper articles, political cartoons, or video games. b) Once they selected their three sources, students must cite 3 to 5 pieces of specific evidence from the source and explain how the evidence relates to the selected quote or central idea. c) Finally, students must explain (written or verbal) how considering multiple sources of evidence can help them develop a more credible response. <p><u>Extreme Sports</u> Risk-taking quote (Activity 19)</p> <p><u>Threatening Stereotypes:</u> New perspective learned (see resource folder for quotes that can be used for this module)</p>	<p>Days: 2</p> <p>Mins/Day: 55</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Readings and annotations; media and note taking	<p><u>Extreme sports:</u> Say- Mean- Matter Chart (ERWC Activity 8/9) Loaded Words Graph (ERWC Activity 13)</p> <p><u>Threatening Stereotypes:</u> Considering Text Structure (ERWC Activity 7) Annotating and Questioning Text (ERWC Activity 9) Analyzing Stylistic Choices (ERWC Activity 10) Please see resource folder for additional reading suggestions; students should read several articles while reading this unit.</p>	<p>Days:9</p> <p>Mins/Day: 55</p>
Task 2: Rhetorical précis	<p><u>Extreme sports:</u> Summarizing and responding/ peer response to précis (ERWC Activity 17)</p>	<p>Days: 2</p> <p>Mins/Day: 55</p>

	Threatening Stereotypes: Summarizing and responding –Rhetorical précis (ERWC Activity 11)	
Task 3: Write an essay	Extreme sports: Preparing for writing/ writing (ERWC Activities 21, 22, 23) Threatening Stereotypes: Considering the writing task (preparing, researching, writing, and revising (ERWC Activities 13,14, 17, 18)	Days: 5 Mins/Day: 55
Task 4: Identify “Theme” through quote (Extreme Sports) completing graphic organizer or new perspective (Threatening Stereotypes) and find evidence	Extreme sports: Identifying important quotes (ERWC Activities 19) Threatening Stereotypes: Identify new perspectives that negate current stereotypes (See resource folder for quotes that can be used with this module)	Days: 2 Mins/Day: 55
Interdisciplinary Connections	Students may link their understanding of central ideas to items in history, visual arts, and science. Writing concisely in the rhetorical précis may be applied to other subject areas such as history and science.	
Scoring Rubric	Theme Triangle rubric  ThemeTriangleRubric.doc	
21st 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 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 type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____		
Connections between 21st Century Skills, CCCSS, and Unit Overview:		
<p>The centerpiece of the unit is to make connections throughout texts using one central idea or theme. This requires real critical thinking and evaluation of an issue. Students will communicate and collaborate formally in presenting and casually as we collaborate throughout the unit.</p>		
<p><i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i></p>		

Authentic Performance Task 1

Task Description	Read and annotate chosen ERWC module articles as well as additional media and note taking	Suggested Length	Days: 9 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>RI 9-10. 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 9-10.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>		
	Supporting Standard(s)		
	<p>RI 9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>		
	<p>RI 9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>		
	<p>RI 9-10.6- 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 9-10. 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
<p>SL 9-10.2- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			
<p>SL 9-10. 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>			
Target ELD Standard(s)			
<p>Interpretative</p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI1, RI8)</p> <p>7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RI8)</p>			
Essential Question(s)	<p>RI 9-10. 1- Why is citing strong and thorough textual evidence to support analysis of what the text says important?</p> <p>RI 9-10.8- Why is it important to evaluate the argument and specific claims in a text by assessing whether the reasoning is valid and the evidence is relevant and sufficient?</p>		
Big Idea(s)	<p>RI 9-10. 1- In order to support an analysis of what the text says explicitly as well as inferences drawn from text, one must cite strong and thorough textual evidence.</p> <p>RI 9-10.8- In order to evaluate an argument and specific claims in text, one must assess whether the reasoning is valid and the evidence is relevant and sufficient.</p>		

Bloom's		DOK	
Scoring Rubric			
RI 9-10.1- Level 4- Analyze RI 9-10.8- Level 4- Analyze	RI 9-10.1- Level 3- Strategic thinking/ reasoning RI 9-10.8- Strategic thinking/ reasoning	Annotations rubric  Annotations rubric.pdf	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>a. Introduce theme based on site's selected unit. This could be done with a power point, video clip, or some other task that help communicates meaning of extreme sport or threatening stereotypes.</p> <p>b. Read articles for unit. Annotate text using AVID Says/Does method (See resource folder). In addition, consider the tasks for the ERWC units.</p> <p>a. Extreme sports:</p> <ul style="list-style-type: none"> i. Say- Mean- Matter Chart (ERWC Activity 8/9) ii. Loaded Words Graph (ERWC Activity 13) iii. See resource folder for additional article and related videos <p>b. Threatening Stereotypes:</p> <ul style="list-style-type: none"> i. Considering Text Structure (ERWC Activity 7) ii. Annotating and Questioning Text (ERWC Activity 9) iii. Analyzing Stylistic Choices (ERWC Activity 10) iv. See resource folder for additional article and related videos <p>c. Review/ reflect on student work</p> <ul style="list-style-type: none"> a. Collect and assess student work according to graphic organizer and annotations rubric <p>d. Reteach (if necessary)</p>		

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

Resources and Materials

ERWC Threatening Stereotypes unit



CSU_Threatening-Stereotypes_Teacher_1

Threatening Stereotypes introduction videos



Ted Talks for Stereotypes Unit.doc

Threatening Stereotypes additional readings



ERWC additional article- Race.doc



Threatening Stereotypes- NBA.doc



The Poncho Bearer.doc

ERWC Extreme Sports unit



CSU_Extreme-Sports_Teacher_v3_FINAL

Extreme Sports introduction



Extreme Sports introduction.ppt

AVID Says/ Does



AVID Says 8.1.pdf



AVID Does 8.2.pdf



AVID Say Do Mean 10.4.pdf




AVID 10.6.pdf

Strategies for Differentiation


All Students	SWD	ELs	Enrichment
<p>All students will read and annotate each text.</p>	<p>Reference IEP Accommodations</p> <ul style="list-style-type: none"> • 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>Emerging</p> <ul style="list-style-type: none"> • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing 	<p>Student selected text</p> <p>Analysis of concept in film or media</p>




	<ul style="list-style-type: none"> • Assistance with note taking • Color-coding <p>http://www.alvordusdrd.com/4-input.html</p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile 	<p>Expanding</p> <ul style="list-style-type: none"> • Pre-teach academic vocabulary • Targeted pairing • Scaffold outline or graphic organizer word bank 	
		<p>Bridging</p> <ul style="list-style-type: none"> • Require recursive use of academic language • Additional direction for graphic organizer 	

<p>Scoring Rubric</p>	<p>Annotations rubric</p>  <p>Annotations rubric.pdf</p>
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Authentic Performance Task 2

Task Description	Write a rhetorical précis that accurately summarizes the articles.	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	RI 9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	W 9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	W 9-10. 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.		
	Supporting Standard(s)		
	RI 9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
	RI 9-10.6- 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 9-10.10- By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
L 9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 			
L 9-10. 5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 			
Target ELD Standard(s)			
Collaborative 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W1)			
Interpretative 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning			

	is conveyed explicitly and implicitly through language (RI2)	
	Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W1, W2) 11: Justifying own arguments and evaluating others' arguments in writing (W1)	
Essential Question(s)	RI 9-10.2- How do you determine the central idea of a text and analyze its development over the course of the text? W 9-10. 1- How are credible sources used to create a strong argument? W 9-10. 2- What do well written informative/explanatory texts contain?	
Big Idea(s)	RI 9-10.2- In order to determine the central idea of a text and analyze its development, one must examine how the central idea emerges and is shaped and refined by specific details. W 9-10. 1- Strong arguments use valid reasons and relevant and sufficient evidence from credible sources. W 9-10. 2- Written informative and explanatory texts examine and convey complex idea, concepts and information clearly and accurately.	
	Bloom's	DOK
	RI 9-10.2- Level 4- Analyze W 9-10.1- Level 6- Create/ Evaluate W 9-10.2- Level- Create/ Evaluate	RI 9-10.2- Level 3- Strategic thinking/ reasoning W 9-10.1- Level 4- Extended thinking W 9-10.2- Level 4- Extended thinking
	Scoring Rubric	
	Rhetorical précis rubric  Rhetorical Précis Scoring Guide (1).doc	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks) I. Introduce précis purpose II. Précis introduction using ERWC module activity Extreme sports: Summarizing and responding/ peer response to précis (ERWC Activity 17) Threatening Stereotypes: Summarizing and responding –Rhetorical précis (ERWC Activity 11) III. Further develop précis skills using AVID Précis (See resource folder). IV. Review/ reflect on student work a. Collect and assess student work V. Reteach (if necessary)	

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Rhetorical précis AVID</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  AVID 10.8 Template Précis.pdf </div> <div style="text-align: center;">  AVID Direction Précis 10.7.pdf </div> <div style="text-align: center;">  Rhetorical Précis template.doc </div> </div>
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Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
<p>All students will write well-reasoned and well supported rhetorical précis.</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> • 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 <p>http://www.alvordusdrccd.com/4-input.html</p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile 	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing 	<p>Student selected text</p> <p>Analysis of concept in film or media</p>
	<p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> • Pre-teach academic vocabulary • Targeted pairing • Scaffold outline or graphic organizer word bank 		
	<p style="text-align: center;">Bridging</p> <ul style="list-style-type: none"> • Require recursive use of academic language • Additional direction for graphic organizer 		

Scoring Rubric	<p>Rhetorical précis rubric</p> <div style="text-align: center;">  Rhetorical Précis Scoring Guide (1).doc </div>
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Authentic Performance Task 3

Task Description	<p>Analyze the writing prompt and draft multiple copies</p> <p><i>Threatening Stereotypes prompt:</i></p> <p>(Activity 13) Now that you've read Shankar Vedantam's piece about stereotype threat for the <i>Washington Post</i>, you will investigate stereotypes at our school and write an article like Vedantam's of your own. You will gather evidence as a class. Each of you will interview at least two peers at the school and share your results (anonymously) with the class. Then, you will use the class's evidence to write your own article. Model your article after the rhetoric in Vedantam's article, shaping yours as he does his, so you use similar techniques, writing for similar purposes and a similar audience.</p> <ol style="list-style-type: none"> 1. Read the assignment carefully. 2. Identify key verbs in the writing assignments. What do they say you should try to accomplish in your essay? 3. What kind of support must you provide? <p><i>Extreme sports:</i></p> <p>Explain Brymer's argument and discuss the extent to which you agree or disagree with his analysis. Support your position by providing reasons and examples from your own experience, observations, or reading. Your essay should be as well-organized and carefully written as you can make it.</p>	Suggested Length	Days: 5 Mins/Day: 55
	Priority Standard(s)		
Standards Addressed	<p>W 9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W 9-10.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L 9-10.3-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> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 		
	Supporting Standard(s)		

	<p>W 9-10. 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>L 9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. <p>L 9-10. 5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
	<p>Target ELD Standard(s)</p>
	<p>Collaborative</p> <p>1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (L3)</p> <p>2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (L3)</p> <p>3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W1, L3)</p> <p>Interpretative</p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (L3)</p> <p>Productive</p> <p>9: Expressing information and ideas in formal oral presentations on academic topics (L3)</p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W1, W7, L3)</p>
<p>Essential Question(s)</p>	<p>W 9-10. 1- How are credible sources used to create a strong argument?</p> <p>W 9-10.7- How do you conduct a short research project?</p> <p>L 9-10.3-Why is it important to know how to apply knowledge of language functions in different contexts?</p>
<p>Big Idea(s)</p>	<p>W 9-10. 1- Strong arguments use valid reasons and relevant and sufficient evidence from credible sources.</p> <p>W 9-10.7- Short research projects are conduct to answer a self-generated question by synthesizing multiple sources on a subject.</p>

	L 9-10.3- To make effective choices for meaning or style and to comprehend more fully when reading or listening.	
Bloom's	DOK	Scoring Rubric
W 9-10.1- Level 6- Create/ evaluate W 9-10.7- Level 6- Create/ evaluate L 9-10.3- Level 3- Apply	W 9-10.1- Level 4- Extended thinking W 9-10.7- Level 4- Extended thinking L 9-10.3- Level 1- Recall and reproduction	ERWC 6-point rubric  6-point ERWC writing rubric.docx

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

- I. Introduce writing prompt**
- a. Threatening Stereotypes prompt:**
- i. Extreme Sports prompt (Activity 13):** Now that you've read Shankar Vedantam's piece about stereotype threat for the *Washington Post*, you will investigate stereotypes at our school and write an article like Vedantam's of your own. You will gather evidence as a class. *Each of you will interview at least two peers at the school and share your results (anonymously) with the class.* Then, you will use the class's evidence to write your own article. Model your article after the rhetoric in Vedantam's article, shaping yours as he does his, so you use similar techniques, writing for similar purposes and a similar audience.
 - ii. Threatening Stereotypes:** Explain Brymer's argument and discuss the extent to which you agree or disagree with his analysis. Support your position by providing reasons and examples from your own experience, observations, or reading. Your essay should be as well-organized and carefully written as you can make it.
- II. Research MLA formatting using easybib, bibme, Purdue, or other reputable MLA citation source.**
- III. Plan and write essay specific to site's ERWC unit. Use suggested ERWC unit materials.**
- Extreme sports:**
Preparing for writing/ writing (ERWC Activities 21, 22, 23)
- Threatening Stereotypes:**
Considering the writing task (preparing, researching, writing, and revising (ERWC Activities 13,14, 17, 18)
- IV. Consider revising through peer editing, self-evaluation, or other forms of evaluation**
- Extreme Sports:**
Suggested activities 26, 27, 28
- Threatening Stereotypes:**
Suggested activities 18, 19
- V. Review/ reflect on student work**
- a. Collect and assess student work**
- VI. Reteach (if necessary)**

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

Threatening Stereotypes- consider ERWC activities 13, 14, 17, 18

Extreme Sports- consider ERWC activities 21, 22, 23

Resources and
Materials**Strategies for Differentiation**

All Students

SWD

ELs


Enrichment

<p>Students will be able to create, revise, and craft an essay that addresses all parts of the prompt.</p>	<p style="text-align: center;">Reference IEP</p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> • 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 <p>http://www.alvordusdrccd.com/4-input.html</p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> • Alternate questions • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile 	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing <hr/> <p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> • Pre-teach academic vocabulary • Targeted pairing • Scaffold outline or graphic organizer word bank <hr/> <p style="text-align: center;">Bridging</p> <ul style="list-style-type: none"> • Require recursive use of academic language • Additional direction for graphic organizer 	<p>Student selected text</p> <p>Analysis of concept in film or media</p>
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<p>Scoring Rubric</p>	<p>ERWC writing rubric</p> <p style="text-align: center;"></p> <p>6-point ERWC writing rubric.docx</p>
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Authentic Performance Task 4

Task Description	Identify “Theme” (central idea) through quote (Extreme Sports) or new perspective (Threatening Stereotypes) and find evidence of the theme/ central idea.	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>RI 9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>W 9-10. 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 9-10.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
	Supporting Standard(s)		
	<p>RI 9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>		
	Target ELD Standard(s)		
	<p>Interpretative 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI2)</p> <p>Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W2, W7)</p>		
Essential Question(s)	<p>RI 9-10.2- How do you determine the central idea of a text and analyze its development over the course of the text?</p> <p>W 9-10. 2- What do well written informative/explanatory texts contain?</p> <p>W 9-10.7- How do you conduct a short research project?</p>		
Big Idea(s)	<p>RI 9-10.2- In order to determine the central idea of a text and analyze its development, one must examine how the central idea emerges and is shaped and refined by specific details.</p> <p>W 9-10. 2- Written informative and explanatory texts examine and convey complex idea, concepts and information clearly and accurately.</p> <p>W 9-10.7- Short research projects are conduct to answer a self-generated question by synthesizing multiple</p>		

	sources on a subject.	
Bloom's	DOK	Scoring Rubric
RI 9-10.2- Level 4-Analyze W 9-10.2- Level 6- Create/ evaluate W 9-10.7- Level 6- Create/ evaluate	RI 9-10.2- Level Level 3- Strategic thinking/ reasoning W 9-10.2- Level 4- Extended thinking W 9-10.7- Level 4- Extended thinking	Task 4 rubric  Scoring Rubric for Evidence Graphic Org
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)	
	<p>I. Review Engaging Scenario overview (see page 11 of this document)</p> <p>II. Introduce themes/ central ideas</p> <p>III. Introduce theme triangle presentation</p> <p>a. See Theme Triangle PowerPoint</p> <p>IV. Introduce Theme and evidence handout</p> <p>a. See evidence handout</p> <p>V. Set the stage for the engaging scenario</p> <p>Extreme sports: Identifying important quotes (ERWC Activities 19)</p> <p>Threatening Stereotypes: Identify new perspectives that negate current stereotypes (see resource folder for quotes that can be used for this module)</p> <p>VI. Review MLA formatting and work cited pages emphasize that MLA citations are necessary to complete the Engaging Scenario</p> <p>VII. Review/ reflect on student work</p> <p>a. Collect and assess student work</p> <p>VIII. Reteach (if necessary)</p>	

Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
<p>All students will have identified a theme or central idea and determined how it was developed throughout the ERWC articles.</p>	<p style="text-align: center;">Reference IEP</p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> • 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 <p>http://www.alvordusdrccd.com/4-input.html</p> <p><i>Modifications</i></p> <ul style="list-style-type: none"> • Alternate questions • Fewer vocabulary • Pre-filled Graphic 	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing 	<p>Student selected text</p> <p>Analysis of concept in film or media</p>
		<p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> • Pre-teach academic vocabulary • Targeted pairing • Scaffold outline or graphic organizer word bank 	

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

Theme triangle presentation



Theme Triangle
instructions.ppt

Theme and evidence handout (Threatening Stereotypes)



Lessons
learned.docx


Theme and evidence handout (Extreme Sports)



Quote
Exploration.doc

Resources and Materials

	<p>Organizer for students to highlight</p> <ul style="list-style-type: none">• Alternate text at lower lexile	<p>Bridging</p> <ul style="list-style-type: none">• Require recursive use of academic language• Additional direction for graphic organizer	
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<p>Scoring Rubric</p>	<p>Task 4- Scoring rubric</p>  <p>Scoring Rubric for Evidence Graphic Org</p>
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Engaging Scenario

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

Description:

When faced with a question, it is important to consider various perspectives before crafting a response. Creating a Theme Triangle allows students to identify a central idea and explore different mediums (sources/genres) in which the central idea is reflected.

Each individual student will create a theme triangle using a risk-taking quote from the Extreme Sports ERWC Unit or a new perspective they learned through the Threatening Stereotypes ERWC Unit.

- a) For each of the three points of the triangle, students will select one medium (sources/genre).
 - a. One of the mediums must be an article from the ERWC unit.
 - b. The two remaining must come from different sources such as: film, You-Tube, song lyrics, poetry, novels, short stories, photographs, magazine/newspaper articles, political cartoons, or video games.
- b) Once they selected their three sources, students must cite 3 to 5 pieces of specific evidence from the source and explain how the evidence relates to the selected quote or central idea.
- c) Finally, students must explain (written or verbal) how considering multiple sources of evidence can help them develop a more credible response.

Extreme Sports

Risk-taking quote (Activity 19)

Threatening Stereotypes:

New perspective learned

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
All students will be able to create a theme triangle that adequately connects three texts to a common theme/central idea.	Reference IEP Accommodations <ul style="list-style-type: none"> • 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	Emerging <ul style="list-style-type: none"> • Realia • Visual Cues • Cognates with vocabulary • Allow highlighting of text • Scaffold outline or graphic organizer pre-load • Intentional pairing 	Student selected text Analysis of concept in film or media
	Modifications <ul style="list-style-type: none"> • Alternate questions 	Expanding <ul style="list-style-type: none"> • Pre-teach academic vocabulary • Targeted pairing • Scaffold outline or graphic organizer word bank 	

	<ul style="list-style-type: none"> • Fewer vocabulary • Pre-filled Graphic Organizer for students to highlight • Alternate text at lower lexile 	<p>Bridging</p> <ul style="list-style-type: none"> • Require recursive use of academic language • Additional direction for graphic organizer 	
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<p style="text-align: center;">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?</p>			
		Successes	Challenges
Student Perspective			
Teacher Perspective			