



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	ELA		<b>Grade:</b>	8
<b>Unit Number:</b>	6	<b>Unit Name:</b>	Humor, Irony, Satire	
<b>Unit Length</b>	Days: 4 weeks		Mins / Day: 50 minutes	
<b>Unit Synopsis</b>	This unit is a study of humor, irony, and satire as it appears in literature. Students will demonstrate an understanding of these terms, identify them in literature, and finally practice using them in their own creations.			

ELA CCSS	
<b>Priority Standards</b>	<p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
	<p>W8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
	<p>SL8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>
	<p>L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ol>

<b>Supporting Standards</b>	<p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI 8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>W8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W8.7 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.</p> <p>W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>
<b>Target ELD Standards</b>	<p><b>Collaborative</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> </div> <p><b>Interpretative</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Interpretive 5 Listening actively to spoken English in a range of social and academic context</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Interpretive 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</p> <p>Interpretive 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</p> </div> <p><b>Productive</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Productive 9 Expressing information and ideas in formal oral presentations on academic topics</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>Productive 11 Justifying own arguments and evaluating others' arguments in writing</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> </div>

## Unwrapped Priority Standards

<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>“Unwrapped” Concepts (Students need to know)</b>	<b>Bloom’s Taxonomy (Level of Cognitive Rigor )</b>	<b>Depth of Knowledge (Target for Unit Mastery)</b>
<b>RL8.4</b> Determine; analyze	Meanings of words; impact of word choice on meaning and tone	Level 4: Analyze	Level 3: Strategic Thinking and Reasoning
<b>W8.1</b> Write; introduce; support	Arguments; claims	Level 5: Evaluate	Level 3: Strategic Thinking and Reasoning
<b>SL8.4</b> Present; emphasize	Claims and findings; salient points with relevant evidence	Level 3: Apply	Level 2: Skills and Concepts
<b>L 8.1</b> demonstrate	Command of the conventions of standard English grammar and usage	Level 3: Apply	Level 1: Recall and Reproduction
<b>W 8.2</b> Write Examine	<ul style="list-style-type: none"> <li>• Informative/explanatory text</li> <li>• Topic or thesis statement</li> <li>• Develop the topic</li> <li>• Use appropriate and varied transitions</li> <li>• Use precise language/domain specific vocabulary</li> <li>• Formal style</li> <li>• Concluding statements</li> </ul>	Level 6: Create	Level 3: Strategic Thinking/Reasoning Or Level 4: Extended Thinking

Learning Progressions of Skills and Concepts

<b>Anchor Standard</b>		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Anchor Standard		
Previous Grade	Current Grade	Next Grade
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<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> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
Anchor Standard		
Previous Grade	Current Grade	Next Grade
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A Introduce a topic 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>W.8.2.B Develop the topic with relevant, well-</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.9-10.2.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>W.9-10.2.B</p>

<p>W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E Establish and maintain a formal style.</p> <p>W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>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>W.9-10.2.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>W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.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>W.9-10.2.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>
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<b>Anchor Standard</b>		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

Anchor Standard		
Previous Grade	Current Grade	Next Grade
<p><u>L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ol>	<p><u>L.8.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ol>	<p><u>L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.*</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
Essential Questions		Corresponding Big Ideas
<p><b>(RL8.4)</b> Why is it important to analyze word choice?</p> <p><b>(W8.1 &amp; L8.1)</b> What elements are necessary to develop an argument?</p> <p><b>(SL8.4)</b> What elements are necessary for an effective presentation?</p>		<p><b>(RL8.4)</b> Word choice impacts meaning and tone of a text.</p> <p><b>(W8.1 &amp; L8.1)</b> Arguments require supporting claims, clear reasons, and relevant evidence while using the conventions of standard English.</p> <p><b>(SL8.4)</b> Effective presentations include the elements of argument using appropriate eye contact, adequate volume, and clear pronunciation.</p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Exaggeration, wit, humor, argument, determine, analyze, write, compare, support, present, emphasize, demonstrate, relevant, impact, alternate, acknowledge, credible, accurate, cohesion, substance, style	Verbal irony, dramatic irony, situational irony, satire, sarcasm, pun, device, parody, farce, comedy, slapstick, caricature, oxymoron, hyperbole, deadpan, juxtaposition
Resources for Vocabulary Development (Strategies, Routines and Activities)	
See Year-Long Resource folder on P-drive.	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p><b>Test Description:</b> On-line Selected Response</p> <p>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.</p>	<p><b>Test Description:</b></p> <p>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.</p>
Scoring Guides and Answer Keys	
Assessment Differentiation	
<b>Students with Disabilities</b>	<p><b>Reference IEP</b> <b>Accommodations</b> See Website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>
	<p><b>Modifications</b> See Website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)	
<p><b>Description:</b></p> <p>You have just been hired by the satirical magazine MAAD (Most Adults Are Dumb). You are to contribute a piece for publication in the form of parody or satire (including irony, exaggeration, juxtaposition, etc.). Your piece should parody or satirize a work, piece, product, service, or issue. Your one-page submission will include a news article, a comic strip, an advertisement and a movie poster.</p> <p>Optional: Students will work in groups of four to compile their MAAD magazine. In their groups, students will choose which piece will be included; however, each student must contribute at least one item to the magazine page. Once a final magazine page has been created, the teacher can make four copies of each. Each group can take three to four minutes reading its final product, and then pass it to another group. This way, each group gets an opportunity to read every group's final magazine product.</p> <p>Pages that you can reference for information or a rubric are (view for appropriateness before showing students)</p> <p><a href="http://itechnow.weebly.com/ela30-2-parody-and-satire-assignment.html">http://itechnow.weebly.com/ela30-2-parody-and-satire-assignment.html</a></p> <p><a href="http://itechnow.weebly.com/interactive-presentation-parody--satire.html">http://itechnow.weebly.com/interactive-presentation-parody--satire.html</a></p>	<p><b>Mins./Day:</b> 50</p> <p><b>Days:</b> Four to five days, with some interspersed throughout unit</p>

**Engaging Learning Experiences**  
**Synopsis of Authentic Performance Tasks**

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Mini Poster on Satire, Irony, and Parody	Students will take Cornell notes on irony, parody, and satire. (There are options of PowerPoints and/or videos to illustrate the concept in the task folder). They will then reference their notes in creating a tri-fold poster that includes: a definition, a visual, and examples.	Days: Two Mins/Day: 50
Task 2: Irony Chart	Irony in Literature – “Ransom of the Red Chief”, “The Bet”  Students will read a story and will fill out the irony chart in the folder on Pdrive.  Possible Home Alone comparison	Days: Five Mins/Day: 50
Task 3: Parody Movie Poster	Students will complete the logo parody chart. Afterwards, students will create a parody of a movie poster on their newsletter sheet.	Days: Two Mins/Day: 50
Task 4: Satirical Article	Satire  Students will read and/or watch satirical texts. They will identify the criticism and/or comments the author is making toward the subject. Afterwards, they will create their own satirical article on an issue presented in middle school.  Possible passages: short articles, comic strips, and videos (Man video)	Days: Four to five Mins/Day: 50

**Interdisciplinary Connections**

**Scoring Rubric**

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

**21<sup>st</sup> Century Skills**

<input checked="" type="checkbox"/> Creativity and Innovation	<input checked="" type="checkbox"/> Initiative and Self-Direction
<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	<input type="checkbox"/> Social and Cross-Cultural Skills
<input type="checkbox"/> Communication and Collaboration	<input type="checkbox"/> Productivity and Accountability
<input type="checkbox"/> Flexibility and Adaptability	<input type="checkbox"/> Leadership and Responsibility
<input type="checkbox"/> Globally and Financially Literate	<input type="checkbox"/> _____
<input type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> _____

**Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:**


Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)  
Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills  
Emphasize deep understanding rather than shallow knowledge

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



## Authentic Performance Task 1

<b>Task Description</b>	<p align="center"><b><u>Mini Poster on Irony, Parody, and Satire</u></b></p> <p>Students will take Cornell notes on irony, parody, and satire. (There are options of PowerPoints and/or videos to illustrate the concept in the task folder). They will then reference their notes in creating a tri-fold poster that includes: a definition, a visual, and examples.</p>	<b>Suggested Length</b>	Days: 2 Mins/Day:
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W. 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>		
	<b>Supporting Standard(s)</b>		
	<p>RI 8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>		
	<b>Target ELD Standard(s)</b>		
<p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Interpretive 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</p> <p>Interpretive 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</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>			
<b>Essential Question(s)</b>	<p><b>(RL8.4)</b> <i>Why is it important to analyze word choice?</i></p> <p><b>(W8.2)</b> <i>Why do we write informative/explanatory texts?</i></p>		
<b>Big Idea(s)</b>	<p><b>(RL8.4)</b> <i>Word choice impacts meaning and tone of a text.</i></p> <p><b>(W8.2)</b> <i>Informative/explanatory texts examine a topic and convey ideas, concepts, and information.</i></p>		

Bloom's	DOK	Scoring Rubric
Level 4: Analyze  Level 6: Create	Level 3: Strategic Thinking and Reasoning	 Poster Rubric.docx
<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <ul style="list-style-type: none"> <li>• Lesson on irony – students take Cornell notes</li> <li>• Students can create the irony side of their tri-fold poster</li> <li>• Lesson on parody – students add to their Cornell notes, then they can create the parody column of their poster</li> <li>• Lesson on satire – students take notes, and then create the last column on their poster.</li> </ul>	
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>See Folder for Task 1 on the P drive.</p>	

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<ul style="list-style-type: none"> <li>• Watch PowerPoint</li> <li>• Take Cornell Notes</li> <li>• Create a Trifold poster detailing all 3 topics: irony, satire, and parody</li> </ul>	<p><b>Reference IEP</b> <i>Accommodations and Modifications</i></p> <p>See website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusdrd.com/">http://www.alvordusdrd.com/</a></p>	<p><b>Emerging</b></p> <p>For note-taking, short phrases and/or symbols may be used, and may be enhanced or corrected while working with partner after the PowerPoint.</p> <p>Creating the poster, students may work in a group or be given pictures and definitions so they can cut and paste them into the correct categories.</p>	Students will write original examples of irony, satire, and parody for their posters.
		<p><b>Expanding</b></p> <p>Students will be given fill in the blank notes for the PowerPoint presentation.</p> <p>Students may work in pairs to complete the trifold poster.</p>	
		<p><b>Bridging</b></p> <p>Accurate and unassisted note-taking should be achieved; however, discussion after the notes can add or assist the student in completing notes.</p>	

Scoring Rubric



Poster Rubric.docx

## Authentic Performance Task 2

<b>Task Description</b>	<p style="text-align: center;"><b><u>Irony Chart</u></b></p> <p>As a class, students will read either “The Ransom of Red Chief” and complete either the Irony Matrix or “Irony Handout”, or “The Bet”, and write a short Response to Literature or Constructed Response explaining the irony present in the story.</p>	<b>Suggested Length</b>	Days: Five Mins/Day: 50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>		
	<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

	Supporting Standard(s)
	<p>RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>W8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	Target ELD Standard(s)
	<p>Interpretive 5: Listening actively to spoken English in a range of social and academic context Interpretive 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Interpretive 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 Interpretive 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</p> <p>Collaborative 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Collaborative 4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>Productive 9: Expressing information and ideas in formal oral presentations on academic topics Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>Productive 11: Justifying own arguments and evaluating others' arguments in writing</p> <p>Productive 12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>
Essential Question(s)	<p><i>(RL8.4) Why is it important to analyze word choice?</i></p> <p><i>(W8.1 &amp; L8.1) What elements are necessary to develop an argument?</i></p>
Big Idea(s)	<p><i>(RL8.4) Word choice impacts meaning and tone of a text.</i></p> <p><i>(W8.1 &amp; L8.1) Arguments require supporting claims, clear reasons, and relevant evidence while using the conventions of standard English.</i></p>

Bloom's	DOK	Scoring Rubric
Evaluate	Level 3	4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>	
	<p>With guidance from the teacher, students read “The Ransom of Red Chief” (McDougal Littell) and complete either the Irony Matrix or “Irony Handout” (found in the resource folder).</p> <p>As an alternative piece of literature, students may read “The Bet” (McDougal Littell). However, because of the nature of the piece, a short response to literature or constructed response should be written to explain the irony present. It would also be helpful to record the events of this story using the reciprocal teaching strategy as students read, so as to have notes to use when writing a response.</p>	

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

McDougal Littell *The Language of Literature*

Irony Handout (see Task Two Folder)

Irony Matrix (see Task Two Folder)

Response to Literature Resource Packet (see Task Two Folder)

**Resources  
and Materials**

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Fulfill all tasks as described	<p style="text-align: center;"><b>Reference IEP</b></p> <p style="text-align: center;"><b>Accommodations</b></p> <p>See Website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p> <p style="text-align: center;"><b>Modifications</b></p> <p>See Website for suggestions on modifications based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p style="text-align: center;"><b>Emerging</b></p> <p>May work with a group on completing the tasks, copying what is written.</p>	Search on the internet for videos and other examples of irony, and make short presentation to class.
		<p style="text-align: center;"><b>Expanding</b></p> <p>Must contribute at least two ideas for written tasks.</p>	
		<p style="text-align: center;"><b>Bridging</b></p> <p>Must fully participate in group discussions, and with help from fellow group members, complete all written tasks.</p>	

## Scoring Rubric

Four-point Argumentative Performance Task Writing Rubric (Grades 6-11)



## Authentic Performance Task 3

<p style="text-align: center;"><b>Task Description</b></p>	<p style="text-align: center;"><b><u>Parody Poster</u></b></p> <p>Students will view parodies of common business logos and will determine what the parodies are saying about the company itself and write their ideas in the parody chart. Then they will create their own parody movie poster to add to their MAAD magazine page.</p>	<p style="text-align: center;"><b>Suggested Length</b></p>	<p style="text-align: center;"><b>Reference IEP</b></p> <p><i>Accommodations and Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs:</p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>
	<b>Priority Standard(s)</b>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Standards Addressed</b></p>	<p>W8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ol>		
	<b>Supporting Standard(s)</b>		
	<p>W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		

Target ELD Standard(s)		
<p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Productive 9 Expressing information and ideas in formal oral presentations on academic topics</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>Productive 11 Justifying own arguments and evaluating others' arguments in writing</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>Interpretive 5 Listening actively to spoken English in a range of social and academic context</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>		
Essential Question(s)	<i>(W8.1 &amp; L8.1) What elements are necessary to develop an argument?</i>	
Big Idea(s)	<i>(W8.1 &amp; L8.1) Arguments require supporting claims, clear reasons, and relevant evidence while using the conventions of standard English.</i>	
Bloom's	DOK	Scoring Rubric
Level 5: Evaluate	Level 3: Strategic Thinking and Reasoning	3 Point Rubric: See Below
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>	
	<p>Review the definition of parody. You can watch parody videos (Weird Al Yankovich works) and/or other examples of parody and have students explain the meaning.</p> <p>Student will then fill out the logo parody worksheet (on P drive) where students explain the parody and meaning of popular business logos that have been modified to parody the business.</p> <p>After completing the parody chart, students will choose a logo of a business or product that they can create a parody for and put it on their MADD magazine page for the Engaging Scenario.</p>	

Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
	See Task 3 Folder on the P-drive		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
<ul style="list-style-type: none"> <li>Logo Parody Chart</li> </ul>	<p><b>Reference IEP</b> <i>Accommodations and Modifications</i></p> <p>See website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Emerging</b> For note-taking, short phrases and/or symbols may be used, and may be enhanced or corrected while working with partner.</p> <p>Sentence frames can be provided.</p> <p>Background information provided for the companies</p> <p><b>Expanding</b> Students may work in pairs to complete the logo chart.</p> <p>Sentence frames can be provided.</p> <p><b>Bridging</b> Accurate and unassisted note-taking should be achieved; however, discussion after the notes can add or assist the student in completing notes.</p>	Students can create a business or product and create an original logo and then a parody.

<b>Scoring Rubric</b>	<b><u>Parody Poster Rubric</u></b>	
	<b>Score Point 3</b>	The response provides essential elements of an interpretation and/or analysis. It addresses the points applicable to the concept or task. It provides relevant evidence that information, reasoning, and conclusions have a logical relationship. It is focused and organized, showing relevance to the task.
	<b>Score Point 2</b>	The response provides a partial interpretation and/or analysis. It somewhat addresses the points applicable to the concept or task. It provides some evidence that information, reasoning, and conclusions have a relationship. It is relevant to the task, but there are gaps in focus and organization.
	<b>Score Point 1</b>	The response provides an unclear, inaccurate interpretation and/or analysis. It fails to address or omits significant aspects of the concept or task. It provides unrelated or unclear evidence that information, reasoning, and conclusions have a relationship. There is little evidence of focus or organization relevant to the task.
	<b>Score Point 0</b>	The response does not meet the criteria required to earn one point. The response indicates inadequate understanding of the task and/or concept needed to answer the item. It may only repeat information given in the test item. The response is inaccurate with no supportive information. The student may have written on a different topic or written "I don't know."

## Authentic Performance Task 4

<b>Task Description</b>	<p style="text-align: center;"><b><u>Satirical Article of a Middle School Issue</u></b></p> <p>Students will first analyze videos and articles for satire. They will identify the subject of the text, then the comment or criticism that the author is making. Then students will write their own satirical article about an issue on their campus and add it to their newsletter template.</p>	<b>Suggested Length</b>	Days: Four to Five Mins/Day: 50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		
	<b>Supporting Standard(s)</b>		
	<p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>		
	<b>Target ELD Standard(s)</b>		
	<p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Collaborative 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Productive 9 Expressing information and ideas in formal oral presentations on academic topics</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>Productive 11 Justifying own arguments and evaluating others’ arguments in writing</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>Interpretive 5 Listening actively to spoken English in a range of social and academic context</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>		

<b>Essential Question(s)</b>	<i>(RL.4) Why is it important to analyze word choice?</i>	
<b>Big Idea(s)</b>	<i>(RL.4) Word choice impacts meaning and tone of a text</i>	
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>
Level 5: Evaluate	Level 3: Strategic Thinking and Reasoning	Three-point Rubric: See Below
<b>Teaching and Learning Sequence</b>	<p align="center"><b>(Suggested Instructional Strategies and Tasks)</b></p> <ul style="list-style-type: none"> <li>• Have student review their posters for the definition and examples of satire.</li> <li>• View the one of the satirical cartoons in the PDrive. Students should identify the subject of the cartoon, and then try to figure out the author's criticism. If time, you can show the second cartoon.</li> <li>• Students can then watch one of the videos and identify the satire presented.</li> <li>• Student should then identify the satire in the articles on the PDrive. They can first identify the subject, then what the comment or criticism. They should then explain the evidence that proves the author's satirical opinion. Some helpful ways are to have students identify the issue presented, then show how the author exaggerated either the solution or the problem itself.</li> <li>• For writing their own satirical article, students can brainstorm/identify problems at their middle school. Then they can exaggerate a solution to the problem. This will help them write.</li> </ul>	

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

Check P-drive for videos (Preview for appropriateness), articles, and satirical cartoons.

**Resources and Materials**

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<b>Will do tasks as assigned.</b>	<b>Accommodations</b> See Website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusrcd.com/">http://www.alvordusrcd.com/</a>	<b>Emerging</b> Students can be given sentence frames	Students can be challenged to examine political cartoons to try to identify satire. Then they can create their own.
	<b>Modifications</b> See Website for suggestions on modifications based on specific IEPs: <a href="http://www.alvordusrcd.com/">http://www.alvordusrcd.com/</a>	<b>Expanding</b> Students can work together in collaborative teams, and consult with the teacher before submitting for a grade.	
		<b>Bridging</b> Students can work together in collaborative teams.	

Scoring Rubric	Score Point 3	The response provides essential elements of an interpretation and/or analysis. It addresses the points applicable to the concept or task. It provides relevant evidence that information, reasoning, and conclusions have a logical relationship. It is focused and organized, showing relevance to the task.
	Score Point 2	The response provides a partial interpretation and/or analysis. It somewhat addresses the points applicable to the concept or task. It provides some evidence that information, reasoning, and conclusions have a relationship. It is relevant to the task, but there are gaps in focus and organization.
	Score Point 1	The response provides an unclear, inaccurate interpretation and/or analysis. It fails to address or omits significant aspects of the concept or task. It provides unrelated or unclear evidence that information, reasoning, and conclusions have a relationship. There is little evidence of focus or organization relevant to the task.
	Score Point 0	The response does not meet the criteria required to earn one point. The response indicates inadequate understanding of the task and/or concept needed to answer the item. It may only repeat information given in the test item. The response is inaccurate with no supportive information. The student may have written on a different topic or written "I don't know."



**Engaging Scenario****Detailed Description (situation, challenge, role, audience, product or performance)****Description:**

You have just been hired by the satirical magazine MAAD (Most Adults Are Dumb). You are to contribute a piece for publication in the form of parody or satire (including irony, exaggeration, juxtaposition, etc.). Your piece should parody or satirize a work, piece, product, service, or issue. Your one-page submission will include a news article, a comic strip, an advertisement and a movie poster.

Students can complete each part of the newsletter after learning more in depth about the particular concept. For example, after revisiting parody, student can practice interpreting meaning in parody logos, then interpret parody movie posters, then create their own parody poster. There are student practice PowerPoints or worksheets in each of the task folders to help them right before creating their own.

When completed, students may spend half to a whole period reading everyone's magazine page. They can pass them around so everyone gets a chance to read them all.

Optional: Students may work in groups of four to compile their MAAD magazine. In their groups, students will choose which piece will be included; however, each student must contribute at least one item to the magazine page. Once a final magazine page has been created, the teacher can make four copies of each. Each group can take three to four minutes reading their final product, and then pass it to another group. This way, each group gets an opportunity to read every group's final magazine product.

Pages that you can reference for information or a rubric are (view for appropriateness before showing students):

<http://itechnow.weebly.com/ela30-2-parody-and-satire-assignment.html>

<http://itechnow.weebly.com/interactive-presentation-parody—satire.html>

**Strategies for Differentiation**

All Students	SWD	Els	Enrichment
Complete tasks as assigned	<p><b>Accommodations</b></p> <p>See Website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrcd.com/">http://www.alvordusdrcd.com/</a></p>	<p>Emerging</p> <p>Student will be able to identify parody, satire, irony, exaggeration, juxtaposition</p>	Student may augment work by creating more pages.
	<p><b>Modifications</b></p> <p>See Website for suggestions on modifications based on specific IEPs:  <a href="http://www.alvordusdrcd.com/">http://www.alvordusdrcd.com/</a></p>	<p>Expanding</p> <p>Student will contribute to the best of his/her ability to complete the engaging scenario.</p>	
		<p>Bridging</p> <p>Student will work in a group and make a substantial contribution to complete the tasks and engaging scenario.</p>	

**Feedback to Curriculum Team**

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		