



# Rigorous Curriculum Design

## Unit Planning Organizer



|                |                       |             |                   |             |
|----------------|-----------------------|-------------|-------------------|-------------|
| Subject:       | English/Language Arts |             | Grade:            | Twelve (12) |
| Unit Number:   | Unit(3)               | Unit Name:  | The Value of Life |             |
| Unit Length:   | Days: 25 (5 Buffer)   | Mins / Day: |                   |             |
| Unit Synopsis: |                       |             |                   |             |

| ELA CCSS           |   |
|--------------------|---|
| Priority Standards | <p><b>Reading Informational Text:</b></p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Writing:</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>Language:</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies (a. context, b. word patterns, c. reference materials).</p> |

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| Supporting Standards | <p><b>Reading Literature:</b></p> <p>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.</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Reading Informational Text:</b></p> <p>2. <b>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.</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <b>(See grade 11–12 Language standards 4–6 for additional expectations.) CA</b></p> <p><b>Writing:</b></p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening:</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>Language:</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| Target ELD Standards | <p><b>Collaborative</b></p> <p><b>Interpretative</b></p> <p><b>Productive</b></p>  |

| “Unwrapped” Skills<br>(Students need to be able to do)    | “Unwrapped” Concepts<br>(Students need to know)  | Bloom’s Taxonomy<br>(Level of Cognitive Rigor ) | Depth of Knowledge<br>(Target for Unit Mastery) |
|---|--|---|---|
| <b>RI. 11-12.3</b><br>*Analyze<br><br>*Explain            | *A complex set of ideas or sequence of events<br><br>* How specific individuals, ideas, or events interact and develop over the course of the text.  | Analyze   | 3   |
| <b>RI. 11-12.4</b><br>* Determine<br><br>* analyze        | * the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;<br>* how an author uses and refines the meaning of a key term or terms over the course of a text.  | Analyze   | 3   |
| <b>RI. 11-12.6</b><br>*Determine<br><br>*Analyzing        | *Author’s point of view or purpose in a text in which the rhetoric is particularly effective<br><br>* How style and content contribute to the power, persuasiveness, or beauty of the text.  | Analyze   | 3   |
| <b>RI. 11-12.7</b><br>* Integrate and evaluate            | multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  | Synthesize                                      | 4   |
| <b>W. 11-12.1</b><br>* Write<br><br>* Support<br><br>*Use | * Arguments<br><br>* Claims in an analysis of substantive topics or texts<br><br>* Valid reasoning and relevant and sufficient evidence.   | Create  | 3   |
| <b>L. 11-12.3</b><br>*Apply<br><br>* Vary<br>*Apply       | *Knowledge of language how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br>*Syntax for effect, consulting references for guidance<br>*understanding of syntax to the study of complex texts when reading. | Apply   | 3   |
| * Determine or clarify<br><br>* choosing                  | *the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content,<br>*flexibly from a range of strategies (a. context, b. word patterns, c. reference materials).  | Analyze   | 3   |

**Learning Progressions of Skills and Concepts**

|                        |  |
|------------------------|--|
| <b>Anchor Standard</b> |  |
|------------------------|--|

| Previous Grade  | Current Grade   | Next Grade |
|---|---|------------|
| (10 <sup>th</sup> ) 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.9-10.3.) (DOK 2,3)   | <b>RI. 11-12.3:</b><br>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  | N/A        |
| <b>Anchor Standard</b>  |   |            |
| Previous Grade  | Current Grade   | Next Grade |
| (10 <sup>th</sup> ) 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.9-10.6.) (DOK 2,3,4)   | <b>RI. 11-12.6:</b><br>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.<br>organization, and analysis of content.  | N/A        |
| <b>Anchor Standard</b>  |   |            |
| Previous Grade  | Current Grade   | Next Grade |
| (10 <sup>th</sup> ) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | <b>W. 11-12.1:</b><br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | N/A        |
| <b>Anchor Standard</b>  |   |            |
| Previous Grade  | Current Grade   | Next Grade |
| 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.<br><br>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.9-10.3.) (DOK 1,2,3) | <b>L. 11-12.3:</b><br>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.<br>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. | N/A        |

| <i>Essential Questions</i>                       | <i>Corresponding Big Ideas</i>                                  |
|--|---|
| <i>*How do readers understand complex ideas?</i> | <i>*Complex ideas in a text are understood by analyzing the</i> |

|   |  |
|---|--|
| <p><i>*Why is analysis of specific word choice in text important?<br/>(RI 4 &amp; L 4)</i></p> <p><i>*How do authors express their points of view or purposes?</i></p> <p><i>*How can a question be addressed through media?</i></p> <p><i>*What is the best way to write an argument?</i></p> <p><i>*How do we use language effectively in different situations?</i></p> | <p><i>development of specific individuals, events, and ideas.</i></p> <p><i>*Word choices contribute to tone and purpose.</i></p> <p><i>*Authors use rhetoric, style, and content to achieve their purposes.</i></p> <p><i>*Evaluate various forms of media to find the best ones to integrate in solving problems or answering questions.</i></p> <p><i>*When writing, support arguments with valid reasoning and relevant, sufficient evidence.</i></p> <p><i>*Varied syntax, context, and word choice create meaning.</i></p> |
|---|--|

| Unit Vocabulary Words  |   |
|--|---|
| Academic Cross-Curricular Vocabulary (Tier 2)                              | Content/Domain Specific Vocabulary (Tier 3) |
|  |   |
| Resources for Vocabulary Development (Strategies, Routines and Activities) |   |
|  |   |

| Unit Assessments                                      |  |
|---|--|
| Pre-Assessment  | Post-Assessment                                      |
| <p>Test Description:</p> <p>EADMS Test Id: 211885</p> | <p>Test Description:</p> <p>EADMS Test Id:212036</p> |
| Scoring Guides and Answer Keys                        |  |
|   |  |
| Assessment Differentiation                            |  |

**Students with Disabilities**

**Reference IEP  
Accommodations**

**Modifications**

| <b>Engaging Scenario Overview</b><br><b>(Situation, challenge, role, audience, product or performance)</b>   |   |                                 |
|--|---|---------------------------------|
| <p>Description:</p> <p>Create an Opinion Editorial piece about the value of life in the form of a Zine, National Public Radio episode, podcast, or TED talk.</p> <p>Situation: Soon you will be a legal adult able to separate your values from current influences.</p> <p>Role: As a reflective member of society, determine and record your own perspective on life.</p> <p>Audience: Prepare to share this perspective with your peers.</p> | <p>Days:</p> <p>Mins/Day:</p>   |                                 |
| <b>Engaging Learning Experiences</b><br><b>Synopsis of Authentic Performance Tasks</b>   |   |                                 |
| <b>Authentic Performance Tasks</b>   | <b>Description</b>  | <b>Suggested Length of Time</b> |
| Task 1:  |   | Days:<br>Mins/Day:              |
| Task 2:  |   | Days:<br>Mins/Day:              |
| Task 3:  |   | Days:<br>Mins/Day:              |
| Task 4:  |   | Days:<br>Mins/Day:              |
| <b>Interdisciplinary Connections</b>   |   |                                 |
| <b>Scoring Rubric</b>  |   |                                 |
| <b>21<sup>st</sup> Century Skills</b>  |   |                                 |
| <input type="checkbox"/> Creativity and Innovation<br><input type="checkbox"/> Critical Thinking and Problem Solving<br><input type="checkbox"/> Communication and Collaboration<br><input type="checkbox"/> Flexibility and Adaptability<br><input type="checkbox"/> Globally and Financially Literate<br><input type="checkbox"/> Information and Media Literacy   | <input type="checkbox"/> Initiative and Self-Direction<br><input type="checkbox"/> Social and Cross-Cultural Skills<br><input type="checkbox"/> Productivity and Accountability<br><input type="checkbox"/> Leadership and Responsibility<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |                                 |
| <b>Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:</b>   |   |                                 |

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



**Authentic Performance Task 1**

|                                       |   |                         |                       |
|---------------------------------------|---|-------------------------|-----------------------|
| <b>Task Description</b>               |   | <b>Suggested Length</b> | Days:<br>Mins/Day:    |
| <b>Standards Addressed</b>            | <b>Priority Standard(s)</b>                           |                         |                       |
|                                       |   |                         |                       |
|                                       | <b>Supporting Standard(s)</b>                         |                         |                       |
|                                       |   |                         |                       |
|                                       | <b>Target ELD Standard(s)</b>                         |                         |                       |
|                                       |   |                         |                       |
| <b>Essential Question(s)</b>          |   |                         |                       |
| <b>Big Idea(s)</b>                    |   |                         |                       |
| <b>Bloom's</b>                        |   | <b>DOK</b>              | <b>Scoring Rubric</b> |
|                                       |   |                         |                       |
| <b>Teaching and Learning Sequence</b> | <b>(Suggested Instructional Strategies and Tasks)</b> |                         |                       |
|                                       |   |                         |                       |



Authentic Performance Task 2

| Task Description             |                               |            | Suggested Length | Days:<br>Mins/Day:    |
|------------------------------|-------------------------------|------------|------------------|-----------------------|
| <b>Standards Addressed</b>   | <b>Priority Standard(s)</b>   |            |                  |                       |
|                              |                               |            |                  |                       |
|                              | <b>Supporting Standard(s)</b> |            |                  |                       |
|                              |                               |            |                  |                       |
|                              | <b>Target ELD Standard(s)</b> |            |                  |                       |
|                              |                               |            |                  |                       |
| <b>Essential Question(s)</b> |                               |            |                  |                       |
| <b>Big Idea(s)</b>           |                               |            |                  |                       |
| <b>Bloom's</b>               |                               | <b>DOK</b> |                  | <b>Scoring Rubric</b> |
|                              |                               |            |                  |                       |

|                                       |   |   |                   |
|---------------------------------------|---|---|-------------------|
| <b>Teaching and Learning Sequence</b> |   | <b>(Suggested Instructional Strategies and Tasks)</b>   |                   |
| <b>Resources and Materials</b>        |   | <b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b> |                   |
| <b>Strategies for Differentiation</b> |   |   |                   |
| <b>All Students</b>                   | <b>SWD</b>                              | <b>ELs</b>  | <b>Enrichment</b> |
|                                       | <b>Reference IEP<br/>Accommodations</b> | <b>Emerging</b>   |                   |

|  |                      |                  |  |
|--|----------------------|------------------|--|
|  | <i>Modifications</i> | <b>Expanding</b> |  |
|  |                      | <b>Bridging</b>  |  |

|                       |  |
|-----------------------|--|
| <b>Scoring Rubric</b> |  |
|-----------------------|--|

Authentic Performance Task 3

| Task Description             |                               |            | Suggested Length | Days:<br>Mins/Day:    |
|------------------------------|-------------------------------|------------|------------------|-----------------------|
| <b>Standards Addressed</b>   | <b>Priority Standard(s)</b>   |            |                  |                       |
|                              |                               |            |                  |                       |
|                              | <b>Supporting Standard(s)</b> |            |                  |                       |
|                              |                               |            |                  |                       |
|                              | <b>Target ELD Standard(s)</b> |            |                  |                       |
|                              |                               |            |                  |                       |
| <b>Essential Question(s)</b> |                               |            |                  |                       |
| <b>Big Idea(s)</b>           |                               |            |                  |                       |
| <b>Bloom's</b>               |                               | <b>DOK</b> |                  | <b>Scoring Rubric</b> |
|                              |                               |            |                  |                       |

|                                       |  |   |
|---------------------------------------|--|---|
| <b>Teaching and Learning Sequence</b> |  | <b>(Suggested Instructional Strategies and Tasks)</b>   |
| <b>Resources and Materials</b>        |  | <b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b> |

| <b>Strategies for Differentiation</b> |  |                  |                   |
|---------------------------------------|--|------------------|-------------------|
| <b>All Students</b>                   | <b>SWD</b>                                     | <b>ELs</b>       | <b>Enrichment</b> |
|                                       | <b>Reference IEP<br/><i>Accommodations</i></b> | <b>Emerging</b>  |                   |
|                                       |  | <b>Expanding</b> |                   |
|                                       | <b><i>Modifications</i></b>                    | <b>Bridging</b>  |                   |

|                       |  |
|-----------------------|--|
| <b>Scoring Rubric</b> |  |
|-----------------------|--|

Authentic Performance Task 4

| Task Description             |                               |            | Suggested Length | Days:<br>Mins/Day:    |
|------------------------------|-------------------------------|------------|------------------|-----------------------|
| <b>Standards Addressed</b>   | <b>Priority Standard(s)</b>   |            |                  |                       |
|                              |                               |            |                  |                       |
|                              | <b>Supporting Standard(s)</b> |            |                  |                       |
|                              |                               |            |                  |                       |
|                              | <b>Target ELD Standard(s)</b> |            |                  |                       |
|                              |                               |            |                  |                       |
| <b>Essential Question(s)</b> |                               |            |                  |                       |
| <b>Big Idea(s)</b>           |                               |            |                  |                       |
| <b>Bloom's</b>               |                               | <b>DOK</b> |                  | <b>Scoring Rubric</b> |
|                              |                               |            |                  |                       |





|  |  |                 |  |
|--|--|-----------------|--|
|  |  | <b>Bridging</b> |  |
|--|--|-----------------|--|

|                       |  |
|-----------------------|--|
| <b>Scoring Rubric</b> |  |
|-----------------------|--|

**Engaging Scenario**

| Detailed Description (situation, challenge, role, audience, product or performance) |   |           |            |
|---|---|-----------|------------|
|   |   |           |            |
| Strategies for Differentiation  |   |           |            |
| All Students  | SWD                                     | ELs       | Enrichment |
|   | <i>Reference IEP<br/>Accommodations</i> | Emerging  |            |
|   | <i>Modifications</i>                    | Expanding |            |
|   |   | Bridging  |            |

| 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   |           |            |