

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: In this unit, students will examine various literary and informational texts about how words shaped our nation. They will also examine the elements of an argument and presentation in order to create these in the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will think about why we interpret language differently today than at the time of the Founding Fathers.

CCSS Anchor Standards:

Key Ideas and Details

- 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and

Transfer Goals: SBAC Claims

Students will be able to independently use their learning to...

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
2. Students can produce effective writing for a range of purposes and audiences.
3. Students can employ effective speaking and listening skills for a range of purposes and audiences.
4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
5. Students can connect skills through industry themes for college and career readiness.

Making Meaning

UNDERSTANDINGS

Students will understand that...

- Words were central to America’s fight for freedom.
- Words are powerful and can alter people’s lives.
- Great writing is intentionally crafted to explore enduring human themes transferable across time, place, and culture.
- By comparing texts, readers often gain greater insight into those texts.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
- Research is key to understanding and discovering the unknown.
- Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What is the meaning of freedom?
- Unit EQ: Why do we interpret language differently today than at the time of the Founding Fathers?
- Whole-Class Learning EQ: Should the Founders have tried harder to reconcile with Great Britain instead of declaring independence? Would our sense of freedom be different today?
- Small-Group Learning EQ: Was Akhil Reed Amar accurate in saying that the ratification of the Constitution meant that “the people had taken center stage”?
- Performance-Based Assessment EQ: Why do you think it is the right of people to use their most effective and human tools to establish and preserve freedom?
- How does reading from different texts about the same topic build our understanding?
- What makes an author effective?
- How do I know my reading insights and writing claims are valid?
- Why should I assume my reading insights and writing claims are valid?
- How does the writing process shape the writer’s product?

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<p>accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Language</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>	Acquisition	
	<p>KNOWLEDGE</p> <p>Students will know...</p> <ul style="list-style-type: none"> • The essential elements of argumentative writing • The essential elements of a speech • Word choice shapes the author’s voice • Historical perspective of 1750-1800 • Persuasive Techniques • Rhetorical devices: tone, paradox, concession, humor, and rhetorical questions • Parallelism • The difference between primary and secondary sources • Writer’s style – audience, purpose, and literary techniques 	<p>SKILLS</p> <p>Students will be skilled at (Do)...</p> <ul style="list-style-type: none"> • Analyzing and evaluating arguments and nonfiction texts and media • Writing arguments • Using “voice” in their own writing • Analyzing the use of different persuasive techniques to shape an argument • Identifying and utilizing parallelism • Integrating persuasive techniques and rhetorical devices into their own writing • Analyzing how an author develops his/her purpose through the use of rhetoric • Citing textual evidence • Making inferences or drawing conclusions based on information from the text • Using patterns of word changes to determine meaning • Vary the word choice in their writing to add vivid description

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Literature: (bold = assessed on End-of Unit Assessment) <i>There are NO Reading of Literature Standards addressed, practiced, or assessed in this Unit.</i></p> <p>Informational: (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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. RI.11-12.3: Analyze a complex set of ideas of sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> oa. 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. ob. 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. oc. 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. od. Establish and maintain a formal style and objective tone while attending to 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> SL.11-12.1: 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. <ul style="list-style-type: none"> oSL.11-12.1b: Work with others to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4: Present information, findings, and 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> oL.11-12.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.3a: 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. L.11-12.4: Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.

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<p>points clear, convincing, and engaging.</p> <p>oRI.11-12.5a: Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p> <ul style="list-style-type: none"> • RI.11-12.6: 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. • RI.11-12.7: 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. • 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 opinion and dissents) and the premises, purposes, and arguments in work of public advocacy. 	<p>the norms and conventions of the discipline in which they are writing.</p> <p>oe. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>of. 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> <ul style="list-style-type: none"> • 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. oW.11-12.2b: 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. • W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events sequences. 	<p>supporting evidence (e.g. reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> • SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	<p>oL.11-12.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence</p> <p>oL.11-12.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>oL.11-12.4c: Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <ul style="list-style-type: none"> • L11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L11-12.5b: Analyze in the meaning of words with similar denotations.

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<ul style="list-style-type: none"> • RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. • RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> • W.11-12.4: Produce clear and coherent writing and development, organization, and style are appropriate to task, purpose, and audience. • W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • 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. 		

CCSS Standards Link: <http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i></p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. 	<p>Required Key Assignment Writing Task 1: Write an Argument Guided Process Paper (pp. 60-67)</p>	<p>W.11-12.1a-f</p>
<ul style="list-style-type: none"> Work with peers to promote civil, democratic discussions Work with peers to make decisions, set goals and deadlines, and establish roles as needed. Present information clearly, concisely, and logically. 	<p>Required Key Assignment Speaking & Listening Task: Present an Argument (pp. 126-127)</p>	<p>SL.11-12.1b SL.11-12.4</p>
<ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. Integrate multiple sources to support assertions Draw evidence from literary and informational texts to support analysis, reflection, and research. 	<p>Required Key Assignment Writing Task 2: <u>Performance-Based Assessment, Part 1:</u> Unassisted Argument that synthesizes multiple sources within the textbook that address the provided prompt (pp. 134-135) -or- Unassisted Argument that synthesize multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 134-135)</p>	<p>W.11-12.1a-f</p>
<ul style="list-style-type: none"> Present information clearly, concisely, and logically. 	<p>Speaking and Listening Task 2: <u>Performance-Based Assessment, Part 2:</u> Videorecorded Commentary using the Argument from Part 1 (p. 136)</p>	<p>SL.11-12.4</p>
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Interim Unit Assessment: Unit 1 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<p>RI.11-12. 5, 6, 8, 9 W.11-12.1 a-f L.11-12.1a, 2, 3a, 4, 4a, 4b, 5, 5b</p>

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> • Interpret words and phrases. • Determine technical, connotative, and figurative meanings. • Analyze how specific word choices shape meaning or tone. • Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. 	<p>Key Assignment Reading Task: Analyze Craft and Structure (pp. 25, 35, 47, 80, 99, 115)</p>
<ul style="list-style-type: none"> • 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>Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> • Demonstrate accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed. 	<p>Speaking and Listening – Collaborative Conversations</p>
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>

