

Designers' Note: This performance assessment is an example of one intended to follow a text-based unit of study typical of secondary English courses. Prior to this performance assessment, students should have had opportunities to make meaning of the texts, investigate questions, and synthesize their learning through text-based class discussions, written responses, and other learning experiences. The reading and analysis of the texts should be completed prior to the launch of the performance assessment so students will have already gathered the necessary textual evidence to support their claims about the American Dream. Ensure students have demonstrated mastery of text analysis prior to the performance assessment.

TOPICS:

Text Analysis, Central Idea Development, American Dream, Photo Essay, Oral Presentation

FINAL EVIDENCE OF LEARNING:

Photo Essay, Presentation

INQUIRY FRAME:¹

What is the American Dream?

Throughout the preceding learning experiences that make up the unit, students explored the meaning of the American Dream across a spectrum of experiences by reading and analyzing several fiction and nonfiction texts that develop and build on complex ideas and perspectives from those listed below. As students considered what the American Dream means to different people as well as how it unfolds for different groups, they discussed and wrote about their developing understanding by responding to questions they themselves posed, as well as prompts such as:

- Is the American Dream a shared experience for all Americans, or does the American Dream mean something different to different individuals or groups?
- One US politician has been quoted as saying, “The American Dream belongs to all of us.” How does this quote connect to or reflect the experiences of the characters’ in the fictional texts we read? How does this quote connect to or reflect the key ideas developed in the nonfiction texts we read?
- A famous writer said, “There are those who will say that the liberation of humanity, the freedom of man and mind is nothing but a dream. They are right. It is the American Dream.” As we explore the fiction texts in this unit, how does this quote connect to or reflect the characters’ experiences? How does this quote connect to or reflect the key ideas developed in the nonfiction texts we read?
- What is the American Dream? How have the texts we explored helped us to understand how the American Dream is molded, shaped, redefined, and iterated upon over time?
- How do issues and questions of power, social structure, and other forces impact our understanding of the American Dream?

These fiction and nonfiction texts represent a diverse set of perspectives that encourage a thoughtful inquiry into the American Dream. The list includes plays, novels, short stories, poetry, articles, and TED Talks. Consider using excerpts or abridged texts if necessary.

- “Fences” by August Wilson
- “A Raisin in the Sun” by Lorraine Hansberry
- *Salvage the Bones* by Jesmyn Ward
- *The House on Mango Street* by Sandra Cisneros
- *Behold the Dreamers* by Imbolo Mbue
- *Of Mice and Men* by John Steinbeck
- “America and I” by Anzia Yezierska

¹ This performance assessment is based on the original work of Kealia Hamilton, a teacher from Business Technology Early College High School in Queens, NY.

- “America” by Tony Hoagland
- “Two Kinds” by Amy Tan
- “King of the Bingo Game” by Ralph Ellison
- “Why the American Dream Will Never Die” by Matt Thompson
- “The New American Dream” by Courtney E. Martin
- “The Transformation of the American Dream” by Robert J. Shiller
- “In Search of the American Dream” by Jonas Clark
- “An Immigrant Pursues the Education That He was Denied in Mali” by Emily Palmer
- “What Has Happened to the American Dream” by Eleanor Roosevelt
- “A Tale of Two Americas” by Anand Giridharadas

COMPETENCIES & TARGET SKILLS (LEVEL 6)	STANDARDS
<p>Oral/Written Communications</p> <p>3.1 Develop Ideas for A Specific Purpose:</p> <ul style="list-style-type: none"> ● Drawing on diverse sources and original insight, I can develop a focused central message that connects to an important theme, idea, or issue and contributes to the field/discipline. ● I can implement specific ideas and strategies for tailoring my approach to my purpose and audience. ● I can choose the most relevant and important details and/or evidence to add depth or complexity to my central message, addressing conflicting or alternative ideas or perspectives when applicable. ● I can organize my ideas and supporting content around a logical, coherent and compelling arc, and provide the audience with a powerful insight in the conclusion/resolution. ● I can anticipate the impact these ideas will have on different audiences and craft my message in a responsible way. <p>3.3 Prepare and Finalize Ideas in Written Formats:</p> <ul style="list-style-type: none"> ● I can solicit general as well as targeted feedback from expert/s based on my self-assessment, and selectively integrate feedback to improve my product for my specific audience and purpose. ● I can edit my final product to ensure it follows conventions and standards consistent with the professional world, or breaks from standard conventions for a specific purpose or effect. ● I can evaluate both my process and product to identify areas of strength and areas for improvement and improve my strategic approach to similar work in the future. 	<p>ELA Standards:</p> <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 and 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.</p> <p>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.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p>

COMPETENCIES & TARGET SKILLS (LEVEL 6)	STANDARDS
<p>3.4 Deliver Presentations:</p> <ul style="list-style-type: none"> I can engage my audience with a substantive hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my perspective, evidence, and/or knowledge, and conclude by reviewing key ideas, and connecting to larger themes/ideas or domain-specific context. I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to maintain audience interest and/or to emphasize important points. <p>Digital Literacy</p> <p>5.3 Create and Communicate in a Digital Environment</p> <ul style="list-style-type: none"> I can choose an appropriate medium and craft a clear, coherent message to best target my specific audience and achieve my purpose. I can identify and use advanced or professional tools to create my product that are tailored to my medium/format, delivery platform, and collaborative needs. I can edit and finalize my work for publication, ensuring it is free of errors and properly cited. <p>Professionalism/Work Ethic</p> <p>7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. 	<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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 grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

STUDENT-FACING DESCRIPTION OF PERFORMANCE ASSESSMENT

You currently work as a freelance feature writer who has been asked to create a photo essay that presents what the American Dream means to families around the United States. The families you are interviewing for the photo essay will come from the texts we have read throughout the unit. You will use evidence from the selected fiction and nonfiction texts to craft your photo essay in which you present, compare, and connect select characters’ or people’s perspectives of the American Dream. You will use the central ideas developed in the nonfiction texts to make connections to the characters’ experiences of the American Dream. Careful selection of images and the text will be key to accurately presenting the array of perspectives of the American Dream. To introduce your photo essay, you will create and present a digital pitch and answer questions from an audience of the magazine’s editors to convince the editors to select your photo essay for feature publication in the magazine.

FORMATIVE PROCESS (SCAFFOLDING TO PERFORMANCE ASSESSMENT)

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
#0	<p>PERFORMANCE ASSESSMENT LAUNCH MAKE MEANING: What is a photo essay and how are they used to convey powerful ideas?</p> <p>The goal of this checkpoint is to build on and develop students’ prior knowledge of photo essays including how photo essays provide content through text and images, and how design enhances the delivery of that content. Additionally, we want students thinking about how a central message is conveyed through the text and images. An activating prior knowledge activity that might be useful is to have students look through a variety of sample photo essays to “unpack” common attributes through making connections, questioning, and synthesizing what they are observing in and among the photo essays. Consider doing a gallery walk in which students note their observations about each individual photo essay and then a second round of the gallery walk in which they consider the attributes that are common among the varied photo essays. Consider asking students the following questions at the end of the prior knowledge activity to synthesize their thinking about photo essays.</p> <ul style="list-style-type: none"> ● What topics or issues are explored in the photo essays? Why might that be? What messages are the authors trying to communicate with their readers about those topics/issues? ● What are the variety of ways in which the messages about those topics/issues are conveyed in the photo essays? ● What design features enhance the content of the photo essays? What design features are similar or 	<p><i>The purpose of the project launch is to introduce the performance assessment and create interest in the work and, as such, it is not a formal opportunity for students to demonstrate the target competencies and standards.</i></p>	

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	<p>different among the photo essays?</p> <ul style="list-style-type: none"> ● How do the photo essays adhere to professional standards and conventions of publishing? 		
#1	<p>MAKE MEANING: How do photo essays convey central ideas or messages to the reader?</p> <p>The goal of this checkpoint is to have students make meaning of how photo essays convey central ideas or messages to their readers. One way to do this might be to have students analyze central messages and ideas in exemplar photo essays. If sample photo essays were used in the performance assessment launch, the same exemplar photo essays can be used again as students do a deeper dive into the central ideas of those essays. Some questions to guide this analysis might be:</p> <ul style="list-style-type: none"> ● What message or messages (central ideas) are being conveyed in this photo essay, either directly or indirectly? What evidence is used by the author to support these direct or indirect messages? ● How did the author convey the messages or central ideas effectively through text and images? How could the author have better supported their message through text and image? ● How does design play a role in conveying the messages or central ideas of the photo essay? What makes the photo essay appealing and how does that appeal contribute to the development of the overall messages or central ideas in the photo essay? <p>Next, consider providing students with the following writing prompt: Based on the initial understanding you have developed about how to convey messages in photo essays, write a 3-4 sentence strategy for how you might convey your understanding</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> ● Drawing on diverse sources and original insight, I can develop a focused central message that connects to an important theme, idea, or issue and contributes to the field/discipline. <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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.</p>	<p>Student Discussion</p> <p>Student written analysis of central messages in the exemplar photo essays</p>

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	<p>or ideas about the American Dream (based on your text analysis from throughout the unit) in a photo essay and who your audience might be based on those ideas.</p>		
#2	<p>MAKE MEANING: What connections exist among the unit texts that suggest a message for my American Dream photo essay?</p> <p>The goal of this checkpoint is to have students look across their text analysis to draw connections between the unit texts and make claims about the development of the American Dream central idea. Based on the previous checkpoints, students now have some understanding of how photo essays convey central ideas or messages and so students can start to think about the messages they want to convey through their own photo essays by synthesising their unit text analysis. Students can demonstrate this synthesis through concept maps or sketchnotes and then create claim statements about the American Dream by drawing connections between the unit texts. Consider providing the following questions to guide this synthesis work:</p> <ul style="list-style-type: none"> ● How did the development of the American Dream central idea compare and contrast across the unit texts? ● What connections can be made between the fiction texts about the various characters’ experiences of the American Dream? ● How did the ideas in the nonfiction texts reflect the characters’ experiences in the fiction texts? <p>This activity is best suited to small group discussion where students can share their analysis and synthesis.</p> <p>Once students have completed this synthesis, have them begin a draft plan for their photo essay by describing the possible central messages they want to convey and some key text evidence they might use to</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> ● Drawing on diverse sources and original insight, I can develop a focused central message that connects to an important theme, idea, or issue and contributes to the field/discipline. <p>RI.11-12.2 and RL.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.</p> <p>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 grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Student Discussion</p> <p>Student work of text synthesis with possible claim statements</p> <p>Student work of draft photo essay plan</p>

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	convey that message including “characters” from the texts they might interview as well as ideas from the nonfiction texts that support their possible central message.		
#3	<p>INVESTIGATE: What images best support the central message in my photo essay?</p> <p>The goal of this checkpoint is to have students analyze how powerful images can convey central messages in a photo essay. Students have been exploring and analyzing central messages in the previous checkpoints, but this task focuses solely on image selection and design. Consider having students think about the quote, “a picture is worth a thousand words.” In photo essays, since the text is overall more succinct than a written essay, the images must be powerful enough to support the development of the central message through the details and aesthetic appeal of the image itself.</p> <p>Have students look through exemplar photo essays, exploring the images alone. Consider providing the following questions to guide students’ investigation:</p> <ul style="list-style-type: none"> ● How do the photos in the essay tell a cohesive “story” about a topic or issue? ● What is powerful about the images in the photo essay? What details create that appeal or aesthetic? ● How does each photo individually contribute to the development of a central message? ● What images might have the author considered adding to enhance or better support the overall central message? ● How does the design or layout of the photos support the development of the central message in the photo essay? <p>Once students have completed this investigation, have them add to their photo</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> ● I can implement specific ideas and strategies for tailoring my approach to my purpose and audience. <p>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.</p>	Student draft of photo essay plan with image ideas added

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	essay plan (started in the previous task) with possible images they might want to include in their photo essay to support their overall central message.		
#4	<p>INVESTIGATE: How do I develop a central message through text that is concise and descriptive?</p> <p>The goal of this checkpoint is to have students analyze the text in photo essays and how that text develops a central message in a succinct and direct way. Similar to the previous checkpoints, provide students with exemplar photo essays to analyze the text alone. It will be important for students to think about how authors, in photo essays, are not verbose, including multiple pieces of evidence and details but rather using succinct photo captions, anecdotes, or small paragraphs to convey meaning. The point can be made that the photos or images do “most of the talking” in a photo essay rather than the written text. Consider providing the following questions to guide students’ investigation:</p> <ul style="list-style-type: none"> ● How does the text in the essay tell a cohesive “story” about a topic or issue? ● How does each piece of text contribute to the development of a central message in the photo essay? ● How do the photo captions enhance the reader’s understanding of the image? ● What text might have the author considered adding in order to enhance or better support the overall central message of the photo essay? ● How does the design or layout of the text support the development of the central message in the photo essay? <p>Once students have completed this investigation, have them write down, in</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> ● I can implement specific ideas and strategies for tailoring my approach to my purpose and audience. <p>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.</p>	Student draft of photo essay plan with ideas for text added

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	<p>their photo essay plan, some key ideas and evidence they might use when drafting the text for their photo essay. Students can even write down one to two-word descriptions as a starting place for their text planning work.</p>		
#5	<p>INVESTIGATE: What additional details and evidence will most effectively support the message of my photo essay?</p> <p>The goal of this checkpoint is to have students identify and gather the remaining evidence and details for their photo essay plan based on previous checkpoints and the overall text analysis from the unit. Students are finalizing their photo essay plan in this task so that they can begin drafting their photo essay in upcoming tasks. Students curate the evidence and details they will use to create their photo essay based on their initial planning they started in the previous tasks. This gathering of details and evidence may include:</p> <ul style="list-style-type: none"> ● finding relevant and important evidence from the individual texts that will be featured in the photo essay to support the central ideas or messaging about the American Dream (this can include quotes, imagined conversations with the texts characters, etc) ● finding or creating images that align to the key evidence from the texts ● writing out some possible photo captions and additional text to align to images found or created <p>Students add their evidence and details to their photo essay plan.</p> <p>This task also engages students in beginning a series of reflection they will do throughout upcoming checkpoints. The purpose of this reflection will be for students to continually self-assess their progress or competence and create action steps to support their growth. In order to</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> ● Drawing on diverse sources and original insight, I can develop a focused central message that connects to an important theme, idea, or issue and contributes to the field/discipline. ● I can implement specific ideas and strategies for tailoring my approach to my purpose and audience. ● I can choose the most relevant and important details and/or evidence to add depth or complexity to my central message, addressing conflicting or alternative ideas or perspectives when applicable. <p>Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> ● I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>	<p>Student photo essay plan with additional details and evidence added</p> <p>Student self reflection</p>

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	<p>begin, have students self-reflect on their performance assessment progress so far and create action steps to support their growth as they move toward drafting their photo essay.</p> <p>*Consider having students provide each other with peer feedback on their photo essay draft in order to help students have some feedback on which to reflect for their self-assessment.</p>	<p>for writing types are defined in standards 1-3.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
#6	<p>INVESTIGATE: How can I anticipate the impact of my ideas on different readers and ensure my message is as unbiased as possible?</p> <p>The goal of this checkpoint is to have students consider their approach and messaging when it comes to reaching a diverse set of readers who will read their photo essay. Since the magazine is a national publication and has a diverse readership, this checkpoint should encourage students to analyze the concept of bias and how specific central ideas or messages might be understood by different groups of people who compose the readership. This is also a time to discuss objectivity in reporting informative topics. Consider modeling for students how to look for bias in the sample photo essays used throughout the previous checkpoints. Ask students to consider putting themselves in the various readers’ shoes by thinking about the impact the photo essay might have on that particular reader. (Different readership groups will need to be created)</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> I can anticipate the impact these ideas will have on different audiences and craft my message in a responsible way. <p>Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. <p>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</p>	<p>Student Discussion</p> <p>Student revisions to the photo essay plan to address bias</p> <p>Student self reflection</p>

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	<p>Consider using a discussion protocol throughout this type of activity to encourage student-to-student discussion skill building.</p> <p>As a result of this bias evaluation work, have students self-assess their photo essay planning work so far and make revisions to their possible central message, evidence and details, images, and text in their photo essay plans. Students should try and address any issues of bias they see in their photo essay plan in order to create an objective informative text.</p> <p>At the end of this task, have students self-assess their developing competence and identify action steps they need to take to continue and improve upon their photo essay progress.</p>	<p>significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>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 grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
#7	<p>CREATE: How do I organize my photo essay in a way that is logical and coherent with my ideas following a compelling arc?</p> <p>The goal of this checkpoint has students draft their photo essays by using their photo essay plan created throughout the previous checkpoints. By this task, students have developed central messages, gathered details and evidence, and considered how their ideas might impact different audiences. Students will craft their photo essay drafts using technology (E.G. Google Powerpoint slides).</p> <p>If necessary, consider facilitating a mini-lesson in which students evaluate the organization of sample photo essays to examine how they are logical, coherent, and how the ideas are organized into a compelling arc. Students may need to think more deeply about the ways in which example photo essays are organized and designed so they can apply some of the same strategies or processes to their own digital photo essay drafting.</p>	<p>Oral/Written Communications 3.1 Develop Ideas for A Specific Purpose</p> <ul style="list-style-type: none"> I can organize my ideas and supporting content around a logical, coherent and compelling arc, and provide the audience with a powerful insight in the conclusion/resolution. <p>Digital Literacy 5.3 Create and Communicate in a Digital Environment</p> <ul style="list-style-type: none"> I can choose an appropriate medium and craft a clear, coherent message to best target my specific audience and achieve my purpose. I can identify and use advanced or professional tools to create my product that are tailored to my medium/format, delivery platform, and collaborative needs. 	<p>Digital draft of photo essay</p> <p>Student self reflection</p>

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	<p>At the end of this task, have students self-assess their developing competence and identify action steps they need to take to continue and improve upon their photo essay progress</p>	<p>Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
#8	<p>INVESTIGATE: How can my peers provide targeted feedback to support me in my revision process?</p> <p>The goal of this checkpoint is to provide time for students to reflect on the process and product so far by having them engage in peer feedback sessions. It will be important to co-create with students criteria for feedback based on all the competency skills and standards that have been addressed so far (see all previous</p>	<p>Oral/Written Communications 3.3 Prepare and Finalize Ideas in Written Formats</p> <ul style="list-style-type: none"> I can solicit general as well as targeted feedback from expert/s based on my self-assessment, and selectively integrate feedback to improve my product for my specific audience and purpose. 	<p>Student revisions to the draft of the photo essay</p> <p>Peer feedback checklist</p> <p>Student self reflection</p>

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	<p>checkpoints). Consider guiding students to create a peer feedback checklist that includes specific criteria with language directly from the standards and competencies. Consider having students engage in several rounds of peer feedback in order to get the most information they can regarding possible revisions to their draft photo essay.</p> <p>As a result of the peer feedback sessions, have students revise their photo essay drafts. Remind students that at this point in the formative process, they should be selecting feedback that improves their photo essay for the specific audience and purpose they have targeted.</p> <p>At the end of this task, have students self-assess their developing competence and identify action steps they need to take to continue and improve upon their photo essay progress.</p>	<p>Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	
#9	<p>CREATE: How do we apply criteria to ensure our final product, the photo essay, addresses professional standards and delivers a new message to the world?</p> <p>The goal of this checkpoint engages students in making final edits to their photo essays. Students have previously analyzed high-quality, professional photo essays throughout the formative process and have developed criteria for photo essay feedback (e.g. peer feedback checklist described in task #8). This task has students analyze their photo essays in a fresh take on the</p>	<p>Oral/Written Communications 3.3 Prepare and Finalize Ideas in Written Formats</p> <ul style="list-style-type: none"> I can edit my final product to ensure it follows conventions and standards consistent with the professional world, or breaks from standard conventions for a specific purpose or effect. <p>Digital Literacy 5.3 Create and Communicate</p>	<p>Final publication of photo essay</p> <p>Student self reflection</p>

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
	<p>American Dream concept as well as ensuring that it looks and reads professionally. It will be helpful to guide students in a review of what professional conventions and standards might be for a magazine publication like this one. Again, it might be useful to facilitate students in a discussion about example photo essays used in previous tasks concerning how they have addressed professional conventions and standards. (Some of this content was explored in previous checkpoints). It will be important for students to consider how their photo essay does or does not follow certain conventions. It is okay for the photo essays to break from convention, however, it is important that students can explain why they broke from convention for their targeted purpose.</p> <p>Students make final edits to their digital photo essays, also taking into consideration the conventions of standard English grammar and usage. By the end of this task, students should have their photo essays finalized so they can be submitted for assessment purposes.</p> <p>At the end of this task, have students self-assess their developing competence and identify action steps they need to take to continue and improve upon their photo essay progress.</p>	<p>in a Digital Environment</p> <ul style="list-style-type: none"> I can edit and finalize my work for publication, ensuring it is free of errors and properly cited. <p>Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
#10	CREATE: How do I create a pitch that will convince my magazine editors to choose	Oral/Written Communications 3.4 Deliver Presentations	Student draft of oral pitch

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
	<p>my photo essay for a feature in the next edition?</p> <p>The goal of this checkpoint is for students to create a pitch to the magazine editors to convince them their photo essay is worth publishing. The important distinction to make here for students is that the photo essay itself is not the pitch - it is a distinct product demonstrating a distinct set of skills.</p> <p>If students are unfamiliar with the concept of a pitch, show students videos of effective pitches and have them identify the characteristics of an effective pitch. It might also be helpful to co-create with students a “pitch” criteria list, similar to the peer feedback checklist created in checkpoint #8 based on skills from the competency and assessed standards.</p> <p>The pitch can be framed in a variety of ways. A simple framing is to have students choose a single slide they believe best represents their photo essay and build their pitch around its strength and meaning. A more complex pitch could be modeled after the presentations made on the TV show "Shark Tank." The complexity of the pitch should reflect students' prior experience with such presentations and the time available to ensure students can successfully complete the presentation.</p>	<ul style="list-style-type: none"> I can engage my audience with a substantive hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my perspective, evidence, and/or knowledge, and conclude by reviewing key ideas, and connecting to larger themes/ideas or domain-specific context. <p>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>	
#11	<p>CREATE: How do I strengthen the overall content, organization, body language, and voice of my photo essay pitch?</p> <p>The goal of this checkpoint is to engage students in another peer feedback cycle focused on their magazine pitches. Similar to the previous peer feedback session, it will be important to establish the criteria for feedback beforehand by co-creating with the students a checklist for peer feedback on the pitches. (This can be the same checklist developed in the previous</p>	<p>Oral/Written Communications 3.4 Deliver Presentations</p> <ul style="list-style-type: none"> I can engage my audience with a substantive hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my perspective, evidence, and/or knowledge, and 	<p>Student Discussion</p> <p>Peer feedback checklist</p> <p>Student revisions to oral pitch</p>

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
	<p>task.)</p> <p>Have students engage in several rounds of peer feedback and then engage in some self-reflection on the feedback they received. It will be important for students to integrate feedback they find useful and applicable from their peers in order to strengthen the overall aspects of their pitch.</p>	<p>conclude by reviewing key ideas, and connecting to larger themes/ideas or domain-specific context.</p> <ul style="list-style-type: none"> I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to maintain audience interest and/or to emphasize important points. <p>Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies</p> <ul style="list-style-type: none"> I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally. <p>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>	
#12	<p>SHARE: How do I make a successful pitch in order to have my photo essay selected for a feature in the magazine?</p> <p>The goal of this checkpoint is to have students share their photo essays via their oral pitch to the magazine editors. A suggestion would be to have other adults from the community and/or school building as the magazine editors so that the pitch feels as authentic as possible. If your school has a partnership or can establish a partnership with magazine publishers who</p>	<p>Oral/Written Communications 3.4 Deliver Presentations</p> <ul style="list-style-type: none"> I can engage my audience with a substantive hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my perspective, evidence, and/or knowledge, and 	<p>Oral pitch of photo essay</p>

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
	<p>can act as editors, then go for it. Any adults who are invited to assume the role of magazine editors should be provided with feedback forms in order to give the students specific feedback on their photo essay and pitch. The feedback forms should feature guiding questions or competency skills and content criteria that guides their feedback process. It will also be important to let the editors know that they can engage the students in a Q and A session after the pitch in order to find out more information from the students about their design and process.</p>	<p>conclude by reviewing key ideas, and connecting to larger themes/ideas or domain-specific context.</p> <ul style="list-style-type: none"> I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to maintain audience interest and/or to emphasize important points. <p>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>	
#13	<p>REFLECT: How would I evaluate my process and the final product I created in order to think about improving my skills in future work products that are similar?</p> <p>The goal of this checkpoint is to have students reflect on their photo essay and magazine pitch based on feedback they received from the magazine editors. Consider providing students with reflection questions to guide their process. Here are some possible examples:</p> <ul style="list-style-type: none"> Reflect on your process and final product of the photo essay. What were areas of strength? What areas need improvement based on feedback you received? Provide examples from your photo essay to support your reflection as well as using language from the competencies and standards. Reflect on your process in making the magazine pitch. What were areas of str ength? What areas 	<p>Oral/Written Communications 3.3 Prepare and Finalize Ideas in Written Formats</p> <ul style="list-style-type: none"> I can evaluate both my process and product to identify areas of strength and areas for improvement and improve my strategic approach to similar work in the future. <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Student reflection responses

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
	<p>need improvement based on feedback you received? Provide examples from your photo essay to support your reflection as well as using language from the competencies and standards.</p> <ul style="list-style-type: none">● How has your understanding of the American Dream evolved as a result of the text analysis from this unit and creating your photo essay? Explain using examples from your photo essay for support.● Based on feedback provided as well as the process itself, how would you improve your approach next time you had a performance assessment that was similar to this one? How might you apply the skills you learned on future assignments that are similar in school and/or work settings?		

PART 1 RUBRIC: PHOTO ESSAY (SKILLS + CONTENT)

	NOT YET	LEVEL 5	LEVEL 6
<p>Oral/Written Communications 3.1 Develop Ideas for a Specific Purpose</p>		<p>Drawing on diverse sources and original insight, I can develop a focused central message about the American Dream that connects to an important theme, idea, or issue, examining and conveying complex ideas, concepts, and information within a photo essay.</p> <p>I can implement specific ideas and strategies for tailoring my approach to my purpose and audience by planning, revising, editing, rewriting, or trying a new approach, as necessary to develop a photo essay that offers a unique perspective on the American Dream.</p> <p>I can choose the most relevant and important details, descriptions, and/or evidence to add depth or complexity to my central message, drawing evidence from literary and informational texts to support analysis (acknowledging alternative ideas or perspectives when applicable).</p> <p>I can organize my ideas and supporting content around a logical, coherent arc to produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose while providing the audience with an insight in the</p>	<p>Drawing on diverse sources and original insight, I can develop a focused central message about the American Dream that connects to an important theme, idea, or issue, examining and conveying complex ideas, concepts, and information within a photo essay, contributing original content to the journalism field.</p> <p>I can implement specific ideas and strategies for tailoring my approach to my purpose and audience by planning, revising, editing, rewriting, or trying a new approach, as necessary to develop a photo essay that offers a unique perspective on the American Dream.</p> <p>I can choose the most relevant and important details and/or evidence to add depth or complexity to my central message, drawing evidence from literary and informational texts to support analysis, addressing conflicting or alternative ideas or perspectives when applicable.</p> <p>I can organize my ideas and supporting content around a logical, coherent and compelling arc to produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose while providing the</p>

	NOT YET	LEVEL 5	LEVEL 6
		<p>conclusion/resolution of my photo essay.</p> <p>I can articulate the impact I hope to have on my audience, using technology to produce an individual writing product in response to ongoing feedback, including new information about the American Dream.</p>	<p>audience with a powerful insight in the conclusion/resolution of my photo essay.</p> <p>I can anticipate the impact these ideas will have on different audiences that read the photo essay and craft my message about the American Dream in a responsible way, using technology to produce an individual writing product in response to ongoing feedback, including new information.</p>
<p>Oral/Written Communications 3.3 Prepare and Finalize Ideas in Written Formats</p>		<p>I can solicit general as well as targeted feedback based on my self-assessment, and selectively integrate feedback to develop and strengthen writing as needed by revising, editing, and rewriting in order to improve my product for my specific audience and purpose.</p> <p>I can edit my final product, using technology, to ensure it demonstrates command of the conventions of standard English grammar and usage when writing and follows conventions and standards consistent with the professional world in order to publish new information.</p> <p>I can evaluate both my process and final product to identify areas of strength and areas for improvement by drawing evidence from informational texts (the photo essay itself) to support my reflection.</p>	<p>I can solicit general as well as targeted feedback from expert/s based on my self-assessment, and selectively integrate feedback to develop and strengthen writing as needed by revising, editing, and rewriting in order to improve my product for my specific audience and purpose.</p> <p>I can edit my final product, using technology, to ensure it demonstrates command of the conventions of standard English grammar and usage when writing and follows standards consistent with the professional world, or breaks from standard conventions for a specific purpose or effect in order to publish new information.</p> <p>I can evaluate both my process and product to identify areas of strength and areas for improvement and improve my strategic approach to similar work in</p>

	NOT YET	LEVEL 5	LEVEL 6
			the future by drawing evidence from informational texts (the photo essay itself) to support my reflection.
Digital Literacy 5.3 Create and communicate in a digital environment		<p>I can choose an appropriate medium and craft a clear message to best reach my audience and achieve my purpose of publishing new information about the American Dream, drawing evidence from literary or informational texts to support analysis.</p> <p>I can select digital tools to create my product that are tailored to my medium/format, delivery platform, and collaborative needs so as to publish a fresh and unique photo essay product.</p> <p>I can edit and finalize my work for publication, ensuring it is free of errors and properly cited, demonstrating command of the conventions of standard English grammar and usage.</p>	<p>I can choose an appropriate medium and craft a clear, coherent message to best target my specific audience and achieve my purpose of publishing new information about the American Dream, drawing evidence from literary or informational texts to support analysis.</p> <p>I can identify and use advanced or professional tools to create my product that are tailored to my medium/format, delivery platform, and collaborative needs so as to publish a fresh and unique photo essay product.</p> <p>I can edit and finalize my work for publication, ensuring it is free of errors and properly cited, demonstrating command of the conventions of standard English grammar and usage.</p>
Professionalism/Work Ethic 7.4 Practice Self-Reflection and Personal Growth Strategies		<p>I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally as I create my photo essay product.</p>	<p>I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally as I create my photo essay product.</p>

PART 2 RUBRIC: PITCH FOR THE MAGAZINE EDITORS (SKILLS + CONTENT)

	NOT YET	LEVEL 5	LEVEL 6
Oral/Written Communications 3.4 Deliver Presentations		<p>I can engage my audience with a hook that connects to my central idea about the American Dream, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and the limitations of my work, and conclude by reviewing key ideas and connecting to larger themes/ideas while making strategic use of digital media to enhance understanding.</p> <p>I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to emphasize important points, enhancing understanding of findings, reasoning, and evidence and to add interest.</p>	<p>I can engage my audience with a substantive hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my perspective, evidence, and/or knowledge, and conclude by reviewing key ideas, and connecting to larger themes/ideas or domain-specific context while making strategic use of digital media to enhance understanding.</p> <p>I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to maintain audience interest and/or to emphasize important points, enhancing understanding of findings, reasoning, and evidence and to add interest.</p>