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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 12th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness | | | | | | RWC10-GR.12-S.1-GLE.1 |
| 1. Effective collaborative groups accomplish goals | | | | | | RWC10-GR.12-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies | | | | | | RWC10-GR.12-S.2-GLE.1 |
| 1. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills | | | | | | RWC10-GR.12-S.2-GLE.2 |
| 1. Writing and Composition | 1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose | | | | | | RWC10-GR.12-S.3-GLE.1 |
| 1. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes | | | | | | RWC10-GR.12-S.3-GLE.2 |
| 1. Standard English conventions effectively communicate to targeted audiences and purposes | | | | | | RWC10-GR.12-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes | | | | | | RWC10-GR.12-S.4-GLE.1 |
| 1. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment | | | | | | RWC10-GR.12-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Text Complexity** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Perspectives Over Time | | | 4-6weeks | | | 1 | |
| Creating Meaning with Text | | | 4-6 weeks | | | 2 | |
| Responding to Diversity | | | 4-6 weeks | | | 3 | |
| Creating a Hero | | | 4-6 weeks | | | 4 | |
| Exploring Truth | | | 4-6 weeks | | | 5 | |

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| **Unit Title** | Perspectives Over Time | | | | **Length of Unit** | 4-6 weeks | | |
| **Focusing Lens(es)** | Perspectives | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.12-S.1-GLE.1  RWC10-GR.12-S.2-GLE.1  RWC10-GR.12-S.2-GLE.2 | | | | RWC10-GR.12-S.3-GLE.1  RWC10-GR.12-S.3-GLE.2  RWC10-GR.12-S.4-GLE.1  RWC10-GR.12-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * How might an individual effectively advocate for his/her perspective when it is in the minority? (RWC10-GR.12-S.3-GLE.2-EO.a) and (RWC10-GR.12-S.3-GLE.2-RA.1) and (RWC10-GR.12-S.4-GLE.2-EO.a, e) * Should individuals and societies reconcile prior and new perspectives based upon changing contexts? Why or Why not? (RWC10-GR.12-S.2-GLE.1-IQ.1, 2, 3, 5) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Perspective, influence, values, choice, context, evidence, quality, criteria, society, advocacy, purpose | | Effect, critique, reasoning, evaluate, context, form, style, point of view, analyze, semantics, text structures, and inferences | | | | Organization, development, substance, style, audience, revision, voice, word choice, sentence variety, figurative language, summarize | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| The perspective of the author and audience both shape how meaning is made from text and its overarching discourse (RWC10-GR.12-S.1-GLE.1-EO.a) and (RWC10-GR.12-S.2-GLE.1-EO.c) and (RWC10-GR.12-S.2-GLE.2-EO.a, d, g). | What are examples of social/class structures throughout history? | Is literary theory a valid means to interpret and analyze text? Why or why not? (RWC10-GR.12-S.2-GLE.1-IQ.4) |
| Effective research strengthens the rhetoric used to communicate and respond to question(s). (RWC10-GR.12-S.4-GLE.2-IQ.2) | What are the components of Aristotle’s definition of rhetoric? | How does an author make a compelling and ethical argument? (RWC10-GR.12-S.4-GLE.1-EO.e) |
| Inclusion of specific evidence validates the quality of the speaker or author’s reasoning (RWC10-GR.12-S.1-GLE.1-EO.a, e, f). | What are the differences between parenthetical and in-text citations (RWC10-GR.12-S.1-GLE.1-IQ.1)? | When should summary be used in lieu of direct quotes? (RWC10-GR.12-S.1-GLE.1-N.2)  How does understanding the intended audience impact choices regarding the selection of appropriate evidence? (RWC10-GR.12-S.1-GLE.1-EO.c) |
| Revision and consideration of word choice, organization, evidence, and style strengthens the message provided to target audiences (RWC10-GR.12-S.3-GLE.1-EO.d, e, f). | What are examples of technical or specialized language? (RWC10-GR.12-S.1-GLE.1-EO.f) | How does the process of revision improve the style of the message? (RWC10-GR.12-S.3-GLE.1-EO.d, e) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Various methods for validating and producing effective critical analysis of texts (RWC10-GR.12-S.2-GLE.2-EO.a, c, d; RA.1). * The significant role of critical feedback in the creation of effective presentations (RWC10-GR.12-S.1-GLE.1-RA.1, 2, 4) and (RWC10-GR.12-S.3-GLE.1-EO.e) | * Write and speak using well formulated arguments. (RWC10-GR.12-S.1-GLE.1-EO.a) * Select appropriate technical or specialized language. (RWC10-GR.12-S.1-GLE.1-EO.f) * Critique and defend evidence for a particular context/purpose. (RWC10-GR.12-S.4.GLE.1.EO.e) * Critique own writing and the writing of others to guide revisions. (RWC10-GR.12-S.3-GLE.1-EO.e) * Determine an author’s point of view or purpose in a text. (RWC10-GR.12-S.2-GLE.2-EO.a) * Analyze rhetorical devices used in own and others’ appeals. (RWC10-GR.12-S.4-GLE.2-EO.d) * Use reading and note-taking strategies (e.g. using outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts (RWC10-GR.12-S.2-GLE.2) * Identify text structures and summarize central ideas and supporting details. (RWC10-GR.12-S.2-GLE.2-EO.d) * Read and comprehend literary nonfiction. (RWC10-GR.12-S.2-GLE.2.EO.g) * Using 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. (RWC10-GR.12-S.4-GLE.2-EO.b) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“When advocating for my position, I need to use evidence that is appropriate for my audience to validate my reasoning.”*  *“The class structures in The Kite Runner embody the minority-majority relationship through the power held by the Pashtun Amir over the Hazara born Hassan.”* |
| **Academic Vocabulary:** | Advocate, minority, society, context, reconcile, analyze, evidence, class structures, critique, amend, alter, inference, substantiate, ethical, discourse, validity, evaluate | |
| **Technical Vocabulary:** | Figurative language, voice, word choice, rhetoric, sentence variety, style, revision, form, parenthetical and in-text citations. | |

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| **Unit Title** | Creating Meaning with Text | | | | **Length of Unit** | 4-6 weeks | | |
| **Focusing Lens(es)** | Interactions | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.12-S.1-GLE.1  RWC10-GR.12-S.1-GLE.2  RWC10-GR.12-S.2-GLE.1  RWC10-GR.12-S.2-GLE.2 | | | | RWC10-GR.12-S.3-GLE.1  RWC10-GR.12-S.3-GLE.2  RWC10-GR.12-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * How do we determine if interaction(s)/communication(s) have been effective? (RWC10-GR.12-S.1-GLE.2-EO.a; IQ.1; RA.1, 2) * How co cultural factors help determine the interpretation of a text? (RWC10-GR.12-S.3-GLE.2-EO.c; IQ.1; IQ.2) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Reason (judgment) collaboration, collegiality, motivation, sympathy, empathy | | Decision- making, analyze, literary movement, historical context, evaluate, theme, author’s craft, summarize, meaning, interpretation | | | | resolution, tone, symbolism, satire, irony, extended metaphor, hyperbole, theme, imagery, point of view, style | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Interactions between reader(s) and text(s) can allow for the meaningful introduction and creation of new ideas and perspectives. (RWC10-GR.12-S.4-GLE.2) | What perspective does the author seem to take toward the society in which the story is set? Defend using text-based evidence. | Why is knowing and understanding the context within which an author wrote a story often critical to understanding the message? |
| A clearly articulated and informed perspective can engage listeners in meaningful dialogue. (RWC10-GR.12-S.1-GLE.2-EO.a, c) | What are group norms? (RWC10-GR.12-S.1-GLE.2-EO.d) | How can group members communicate their perspective clearly? (RWC10-GR.12-S.1-GLE.2-N.1) |
| Writers manipulate elements of style to appeal to various audiences and develop meaning (RWC10-GR.12-S.3-GLE.1-EO.d). | What are the elements of style? | How can author manipulate elements of style to appeal to various readers? |
| When making connections within and amongst texts, thoughtful readers evaluate meaning, perspectives, context, and the use of literary components. (RWC10-GR.12-S.2-GLE.1-EO.a, e, g) and (RWC10-GR.12-S.2-GLE.2-EO.c) | What are effective methods of annotating text? | How does an author’s choice concerning structure contribute to its overall meaning (RWC10-GR.12-S.2-GLE.1-EO.a)? |
| Reasoned judgment includes summaries of alternate views, as well as rich details found within literary components (RWC10-GR.12-S.4-GLE.2-EO.e) and (RWC10-GR.12-S.2-GLE.1-EO.e). | What are the major literary elements you noticed in \_\_\_\_\_\_\_\_\_\_\_? (RWC10-GR.12-S.2-GLE.1-EO.e) | How do authors measure the quality of their judgments while including alternative views (RWC10-GR.12-S.4-GLE.2-EO.e; IQ.1)? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The relationship between civil/democratic roles in productive discussions and problem solving (RWC10-GR.12-S.1-GLE.2-EO.a). * Specific methods for using the analysis of alternative or conflicting views to strengthen a personal argument or summary of ideas (RWC10-GR.12-S.4-GLE.2-EO.e). * Literary components and elements of style (RWC10-GR.12-S.2-GLE.1-EO.e) and (RWC10-GR.12-S.3-GLE.1-EO.d). * The reasons why strong readers critically think about what they read (RWC10-GR.12-S.2-GLE.1-N.1). | * Establish individual roles in order to work with peers (RWC10-GR.12-S.1-GLE.2-EO.a) * Relate a literary work to source documents of its literary period (RWC10-GR.12-S.2-GLE.1-EO.d) * Use reading and note-taking strategies to organize information (RWC10-GR.12-S.2-GLE.2-EO.c) * Summarize ideas including alternate views, rich detail, and well-developed paragraphs (RWC10-GR.12-S.4-GLE.2-EO.e) * Analyze a literary text using a critical perspective (RWC10-GR.12-S.2-GLE.1-EO.d) * Manipulate elements of style, imagery, tone, and point of view to appeal to the reader and enhance meaning (RWC10-GR.12-S.3-GLE.1-EO.d; IQ.1, 6) * Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme (RWC10-GR.12-S.3-GLE.1-EO.c) * Effective employ all aspects of the research process (RWC10-GR.12-S.4-GLE.1) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Jonathan Swift’s use of satire in “A Modest Proposal” manipulates the reader’s emotions to force acknowledgement of literary techniques; otherwise, the reader could misinterpret Swift’s intention.*  *The collegial discussion of our group was respectful and purposeful.* |
| **Academic Vocabulary:** | Collegial, evaluate, theme, analyze, perspective, criticism, dialogue, norms, civil, democratic, context, manipulation | |
| **Technical Vocabulary:** | Writing process, resolution, tone, satire, hyperbole, extended metaphor, point of view, style, symbolism, irony, theme, imagery | |

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| **Unit Title** | Responding to Diversity | | | | **Length of Unit** | 4-6 weeks | | |
| **Focusing Lens(es)** | Diversity | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.12-S.1-GLE.1  RWC10-GR.12-S.2-GLE.1  RWC10-GR.12-S.2-GLE.2 | | | | RWC10-GR.12-S.3-GLE.1  RWC10-GR.12-S.3-GLE.2  RWC10-GR.12-S.3-GLE.3  RWC10-GR.12-S.4-GLE.1 |
| **Inquiry Questions (Engaging- Debatable):** | * Are there texts every student should be required to read (RWC10-GR.12-S.2-GLE.1-IQ.1, 2)? * Does truth change depending upon audience (RWC10-GR.12-S.1-GLE.1-EO.c; IQ.1; RA.2)? | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Diversity, audience, perspectives, truth, power, tolerance | | Adaptation, comparing, verify, literary movements, genre, inquiry, connections, interpretation | | | | Point of view, theme, context, arguments/counterarguments, evidence, audience, purpose, stylistic effect, formal tone, informal tone | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Literary movements diversify the world’s texts and provide access to new points of view (RWC10-GR.12-S.2-GLE.1-EO.b). | What are the characteristics of a particular literary movement (e.g. Romanticism, Transcendentalism, and Modernism)? | How are literary movements reactionary? |
| Texts written for diverse audiences and purposes requires clarity of ideas and intentional genre selection (RWC10-GR.12-S.3-GLE.1-EO.b; IQ.4) and (RWC10-GR.12-S.3-GLE.2-EO.a; N.1). | Is the genre used by the author appropriate to the audience? (RWC10-GR.12-S.3-GLE.1-EO.b) | Why is it important to identify audience needs and address counterarguments? (RWC10-GR.12-S.3-GLE.2-IQ.2) |
| Language can be manipulated for stylistic effect (RWC10-GR.12-S.3-GLE.3-EO.b). | Identify words in a text that contribute to the author’s tone (RWC10-GR.12-S.2-GLE.1-EO.e) | How does language choice strengthen or weaken a text’s clarity, quality and aesthetics? (RWC10-GR.12-S.3-GLE.3-EO.b) |
| Speech choices should reflect the speaker’s adaptions fitted to specific contexts and tasks (RWC10-GR.12-S.1-GLE.1-EO.c, e). | What is the difference between denotation and connotation? | When is the use of informal or colloquial language appropriate? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Conventions of formal English (RWC10-GR.12-S.1-GLE.1.EO.c) and (RWC10-GR.12-S.3-GLE.3-EO.b). * Specific literary movements’ and genres’ perspectives and intentions (RWC10-GR.12-S.2-GLE.1-EO.c) and (RWC10-GR.12-S.3-GLE.1-IQ.4). * Various foundations of world literature (RWC10-GR.12-S.2-GLE.1-EO.f). * How writers effectively anticipate an audience’s misconceptions (RWC10-GR.12-S.3-GLE.2-N.2). | * Adapt speech to a variety of tasks using formal English when appropriate (RWC10-GR.12-S.1-GLE.1-EO.c). * Create a clear and coherent structure appropriate to the chosen genre (RWC10-GR.12-S.3-GLE.1-EO.b). * Articulate a position through a sophisticated claim or statement (RWC10-GR.12-S.3-GLE.2-EO.a). * Address audience needs and anticipate audience questions or misunderstandings (RWC10-GR.12-S.3-GLE.2-EO.c). * Select and build context for language appropriate to content (RWC10-GR.12-S.3-GLE.2-EO.d). * Deliberately manipulate the conventions of Standard English in writing for stylistic effect (RWC10-GR.12-S.3-GLE.3-EO.b). * Describe, compare, and contrast characteristics of specific literary movements and perspectives (RWC10-GR.12-S.2-GLE.1-EO.b). * Demonstrate knowledge of classical foundational works of world literature (RWC10-GR.12-S.2-GLE.1-EO.f) * Effectively research a topic in an unbiased manner and verify sources (RWC12-GR.12-S.4-GLE.1) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The representation of social diversity in the Middle English text The Canterbury Tales contrasts with the imperialistic attitudes found in the Victorian novella Heart Of Darkness.*  *The use of diction is a way to manipulate tone and credibility.* |
| **Academic Vocabulary:** | Ascribe, counterargument, adapt, inquiry, reactionary, verify, genre, aesthetic, manipulate, diversity | |
| **Technical Vocabulary:** | Point of view, theme, diction, literary movements, literary canon, denotation, connotation, colloquial, tone, Romanticism, Transcendentalism, Modernism | |

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| **Unit Title** | Creating a Hero | | | | **Length of Unit** | 4-6 weeks | | |
| **Focusing Lens(es)** | Heroism | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.12-S.1-GLE.1  RWC10-GR.12-S.1-GLE.2  RWC10-GR.12-S.2-GLE.1  RWC10-GR.12-S.2-GLE.2 | | | | RWC10-GR.12-S.3.GLE.2  RWC10-GR.12-S.3-GLE.3  RWC10-GR.12-S.4-GLE.1  RWC10-GR.12-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * What constitutes a hero/heroism? (RWC10-GR.12-S.2-GLE.1; IQ.1, 2, 3) * How does media portrayal affect society’s conception of a hero (RWC10-GR.12-S.4-GLE.2-EO.a.c; IQ.3) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| problem-solving, bias, heroism, anti-hero, values, ethics, archetype | | synthesis, credibility, relevance, integrate, evaluate, interpretation | | | | self-evaluation, research, hypothesis, thesis statement, context, synthesis | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Societies create their heroes based upon social values (and biases for particular attributes) that fluctuate over time. (RWC10-GR.12-S.4-GLE.1-EO.b) | What is an archetype? Give example(s) of archetypal characters. | How does context affect the characteristics of a hero? |
| Authors convey purpose by effectively utilizing different genres, formats, and text features (RWC10-GR.12-S.2-GLE.2-IQ.1) | When might an author choose to utilize the following genres—technical, informational, persuasive, and literary? | How would using a different genre change the purpose of the text? |
| Various forms of technology enhance the understanding, reach, and persuasive potential of a given text (RWC10-GR.12-S.1-GLE.1-EO.b) and (RWC10-GR.12-S.2-GLE.2-EO.b) | What are the different types of media? | How does one know when a media format is not ideal for a certain topic? (RWC10-GR.12-S.1-GLE.1-EO.b) |
| Effective sources and research strategies help ensure the accuracy and relevance of a topic. (RWC10-GR.12-S.4-GLE.1-EO.a-d) and (RWC10-GR.12-S.3-GLE.2-EO.b) | What steps need to be taken in developing an effective research question? (RWC10-GR.12-S.4-GLE.1-EO.d) | How can authors determine whether a source is an appropriate part of their response? (RWC10-GR.12-S.4-GLE.1-EO.c) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Appropriate formatting, conventions, and grammar necessary for a polished document (RWC10-GR.12-S.3-GLE.3-EO.a; RA.1). * Self-evaluation’s role in the collaborative process (RWC10-GR.12-S.1-GLE.2-IQ.1). * Procedures for designing and composing a self-directed research project. (RWC10-GR.12-S.3-GLE.2-EO.b, g) and (RWC10-GR.12-S.4-GLE.1.EO.a) * Techniques for interpreting and integrating multimedia into presentations and projects. (RWC10-GR.12-S.2-GLE.2-EO.b, f) | * Draw a conclusion by synthesizing information. (RWC10-GR.12-S.3-GLE.2-EO.g) * Select appropriate and relevant information. (RWC10-GR.12-S.3-GLE.2-EO.b) * Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words to address a question or solve a problem. (RWC10-GR.12-S.2-GLE.2-EO.b) * Explain and interpret the visual components supporting the texts. (RWC10-GR.12-S.2-GLE.2-EO.f) * Follow the conventions of Standard English to write varied, strong, correct, complete sentences. (RWC10-GR.12-S.3-GLE.3-EO.a) * Strategically use digital media. (RWC10-GR.12-S.1-GLE.1-EO.b) * Define leadership roles by considering collaboration and self-evaluation (RWC10-GR.12-S.1-GLE.2-EO.e, f) * Define and narrow topics for a variety of purposes and audiences. (RWC10-GR.12-S.4-GLE.1-EO.a) * Critique sources and information for bias and assumptions in response to research questions. (RWC10-GR.12-S.4-GLE.1-EO.b, c) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The archetype of the hero as seen in Beowulf, compared to the type of hero portrayed in the Harry Potter series demonstrates differing societal values and assumptions.*  *Self-evaluation of my recent behavior shows that my mother was not biased after all.* |
| **Academic Vocabulary:** | Bias, relevance, synthesis, credibility, integrate, media, strategic, assumption, relativity, collaboration, self-evaluation, hypothesis, bibliography, thesis, assumption | |
| **Technical Vocabulary:** | Archetype, genre, rhetoric, literary critique | |

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| **Unit Title** | Exploring Truth | | | | **Length of Unit** | 4-6 weeks | | |
| **Focusing Lens(es)** | Ethics | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.12-S.1-GLE.1  RWC10-GR.12-S.1-GLE.2  RWC10-GR.12-S.2-GLE.2 | | | | RWC10-GR.12-S.3-GLE.2  RWC10-GR.12-S.3-GLE.3  RWC10-GR.12-S.4-GLE.1  RWC10-GR.12-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * Is compromise ever harmful (RWC10-GR.12-S.4-GLE.2-IQ.1) and (RWC10-GR.12-S.4-GLE.2-IQ.1)? Explain and give examples. * How do media manipulate information? (RWC10-GR.12-S.4-GLE.2-EO.c) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Roles, premise, ethics, rationality, logic | | Style, paraphrasing, assumptions, synthesis, deconstruction, evaluation | | | | Thesis, transitions, feedback, logic, style, conventions, sentence fluency | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Ethical arguments take into account opposing viewpoints and transparently/accurately employ information and resources (RWC10-GR.12-S.2-GLE.2-IQ.2) | What language structures incorporate opposing viewpoints? | How could the Rogerian and Toulmin approaches to argument analysis and formation incorporate opposing viewpoints?  What does it mean to be ethical? |
| Critical feedback improves presentations by illuminating potential biases, assumptions, and false premises (RWC10-GR.12-S.1-GLE.2-EO.g) and (RWC10-GR.12-S.3-GLE.2-EO.h) and (RWC10-GR.12-S.4-GLE.2-EO.c; IQ.4) | What are some of the variables that hinder critical thinking? | How can an audience member move beyond individual preconceptions? How might an individual critically analyze a presentation or text? (RWC10-GR.12-S.3-GLE.2-EO.h) |
| Credible sources strengthen the logic/reasoning of an argument and enhance its persuasive capacity (RWC10-GR.12-S.2-GLE.2-IQ.4; RA.1) and (RWC10-GR.12-S.4-GLE.2-EO.a) | What characteristics are necessary for a source to be credible? | Does a universally credible source exist? Why? Why not? |
| A concise and compelling thesi drives the organizational structure and development of a speech (RWC10-GR.12-S.1-GLE.1-EO.d) | What are the parts of an effectively constructed speech? | How does the placement and strength of the thesis affect the speech’s effectiveness? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The connection between these assertions and how researchers/writers organize ideas and establish their approach (RWC10-GR.12-S.1-GLE.1-EO.d). * The evidence-based nature of logical arguments RWC10-GR.12-S.4-GLE.2-EO.a, c). * The unique attributes and uses of MLA and APA style guides (RWC10-GR.12-S.4-GLE.1-EO.f). * Examples of the ways in which effective writing can persuade readers (RWC10-GR.12-S.2-GLE.2-RA.1). * The role, use, and significance of credible sources in academic or persuasive writing (RWC10-Gr.12-S.2-GLE.2-IQ.4). * Counterarguments and their relationship to the credible and/or persuasive presentations (RWC10-Gr.12-S.2-GLE.2-IQ.2). | * Obtain and use information from text and text features to answer questions, perform specific tasks, or identify and solve problems (RWC10-GR.12-S.2-GLE.2-EO.e). * Use critical reading skills to evaluate texts (RWC10-GR.12-S.2-GLE.2-IQ.1). * Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure (RWC10-GR.12-S.3-GLE.2-EO.e). * Support judgments with substantial evidence and purposeful elaboration (RWC10-GR.12-S.3-GLE.2-EO.f). * Revise writing using feedback to maximize effect on and clarify purpose (RWC10-GR.12-S.3-GLE.2-EO.h) and (RWC10-GR.12-S.3-GLE.3-EO.c). * Identify a central idea or thesis when developing a speech (RWC10-GR.12-S.1-GLE.1-EO.d). * Define and assume individual roles and goals in a group setting (RWC10-GR.12-S.1-GLE.2-EO.d, g). * Determine and use the appropriate style guide (RWC10-GR.12-S.4-GLE.1-EO.f). * Synthesize information to support a logical argument (RWC10-GR.12-S.4-GLE.2-EO.a). * Identify false premises or assumptions (RWC10-GR.12-S.4-GLE.2-EO.c). |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Using critical feedback, I calibrated my response to the research question and to that of my classmates’ suggestions resulting in adjustments to my claims.* |
| **Academic Vocabulary:** | Calibrate, paraphrase, synthesize, premises, ethics, driving force, bias, assumption, preconception, universal, motive/motivation | |
| **Technical Vocabulary:** | Transitional words and phrases, style guide, conventions, sentence fluency, thesis, fallacies, Rogerian argument analysis, Toulmin argument analysis | |