



**Grade 12 English/Language Arts
School City of East Chicago
Central High School**

Grade 12 English/Language Arts

Units of Study

Unit 1:	The Hero Archetype	🕒 Semester 1
Unit 2:	Who are Our Modern Heroes?	🕒 Semester 1
Unit 3:	Heroes: Giving Credit Where Credit is Due	🕒 Semester 1
Unit 4:	Changing the World	🕒 Semester 1
Unit 5:	Contemplating Perspectives: Windows & Mirrors	🕒 Semester 2
Unit 6:	Argumentation and Debate	🕒 Semester 2
Unit 7:	Advertising and its Impact on Consumers	🕒 Semester 2
Unit 8:	Senior Footprint	🕒 Semester 2

Appendices

Appendix A: Proficiency Scale Template

Appendix B: Curriculum Refinement Form

Standards Breakdown

Green: Priority Standards

Pink: Supporting Standards

Gray: Additional Standards

		UNITS							
		1	2	3	4	5	6	7	8
ML	2.1			●				●	
	2.2							●	
Reading Literature	2.1	●				●			
	2.2	●				●			
	2.3	●				●			
	3.1	●				●			
	3.2								
	4.1								
	4.2	●							
Reading Nonfiction	2.1		●	●	●			●	
	2.2		●					●	●
	2.3			●					
	3.2						●		
	3.3		●					●	
	4.1				●		●	●	●
	4.2		●				●	●	
	4.3								
Reading Vocabulary	2.1					●			
	2.3								
	2.4								
	2.5								
	3.1								
	3.2			●					
	3.3								
Speaking and Listening	2.1								
	2.2	●							
	2.3								
	2.4					●			
	2.5								
	3.1						●		●
	3.2		●		●				
	4.1								
4.2				●				●	
Writing	3.1				●		●		
	3.2			●					●
	3.3					●			
	4								
	5			●	●		●		●

General Description of the Unit
 Unit 1: For the first portion of the year, students will explore the idea of heroes. We will analyze Beowulf and the development of the hero archetype throughout history.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details. • 11-12.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 11-12.RL.2.1: Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain. • 11-12.RL.2.3: Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed). • 11-12.RL.4.2: Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. • 11-12.SL.2.2: Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 11-12.RL.2.2 • 11-12.RL.2.3 • 11-12.RL.3.1 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will collaboratively write an analysis and perform a section of a heroic epic they read during this unit. Their performance should include a script and dramatic elements that communicate the tone and mood of the section. This performance can be live or captured in a video.
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<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Literary texts often contain multiple themes that reveal universal truths about life and the world. • Authors make intentional choices regarding structure to contribute to the meaning of the text. • Good readers support their interpretation and analysis of a text by citing textual evidence. • A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative. • Many pieces of literature are inspired by, based on, or allude to earlier works. • Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Do the attributes of a hero remain the same over time? • When does a positive personality trait become a tragic flaw? • What makes someone or something a monster?
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<p>Key Concepts</p> <ul style="list-style-type: none"> • I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2) • I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2) • I can analyze and evaluate how an author's choices concerning how to structure parts of a work of literature contribute to its overall 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can analyze what a text says explicitly. (11-12.RL.2.1) • I can analyze what a text says implicitly. (11-12.RL.2.1) • I can draw inferences about a text. (11-12.RL.2.1) • I can make interpretations about a text. (11-12.RL.2.1) • I can cite textual evidence to determine my analysis of places where a text leaves matters uncertain. (11-12.RL.2.1) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • aesthetic • allusion • analyze • archetypes • author's choice • central idea • cite • debate • evidence • explicit • inference • interpret
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structure and meaning and effect of a work. (11-12.RL.3.1)

- I can analyze how the author's choices impact character development over the course of a text. (11-12.RL.2.3)
- I can analyze and evaluate the way works of literary or cultural significance use archetypes drawn from myths, traditional stories, or religious works. (11-12.RL.4.2)
- I can analyze and evaluate how two or more works of literature treat similar themes, conflicts, issues, or topics. (11-12.RL.4.2)
- I can stimulate a debate and exchange of ideas by referring to specific evidence. (11-12.SL.2.2)

- mood
- myths
- stimulate
- text structure
- textual evidence
- theme
- tone

Resources

Fiction Texts

- **Short Story:** *The Rain Came* by Grace Ogot
- **Short Story:** *Sundiata: The Original Lion King*
- **South African Literature**
- **Epic Poem:** [Beowulf](#)
- **Excerpt:** [Grendel](#) by John Gardner
- **Excerpt:** [The Sword in the Stone](#) from *The Once and Future King* by T. H. White
- **Poem:** [The Wife's Lament](#)
- **Poem:** [Federigo's Falcon](#)
- **Excerpts from *The Canterbury Tales* by Geoffrey Chaucer:**
 - [The Prologue](#)
 - [The Pardoner's Tale](#)
 - [The Wife of Bath's Tale](#)

Nonfiction Texts

- **Essay:** [Beowulf: The Monsters and the Critics](#) by J.R.R. Tolkien
- **Article:** [Royal Hall from 'Beowulf' Found? Site Described in Epic Poem](#) Excavated by Meredith Bennett-Smith
- **Critique:** [Heorot and the Guest-Hall of Eden: Symbolic Metaphor and the Design of Beowulf](#) by Alvin A. Lee
- **Critique:** [An Excerpt from The Art of Beowulf](#) by Arthur Gilchrist Brodeur
- **Article:** [The Marriage Crisis](#) by Aja Gabel (With the Wife's Lament)
- **Article:** [Chivalry and Courtly Love](#)
- **Article:** [Chivalry and Courtly Love: Ideal but Unreal](#)

Media, Music, Art, etc.

- **Infographic:** [Hero's Journey in 6 popular movies](#)
- **Film:** *Star Wars*
- **Film:** *A Knight's Tale*
- **Ballad:** [Get Up and Bar the Door](#)
- **Ballad:** [Lord Randall](#)
- **Video:** [What makes a hero?](#)
- **Video:** [The Hero's Journey from Crash Course](#)
- **TED Talk:** [What is the Hero's Journey](#)
- **Video:** [Ask an expert: The hero archetype](#)
- **Video:** [Jordan Peterson analyzes the Hero archetype](#)

School Resources

Textbook

Formative Assessments

General Description of the Unit

Unit 2: Continuing to explore the theme of heroes, students will shift their focus to real-life heroics. Through an analysis of various nonfiction texts, students will look critically at who we deem a hero and which heroes we have chosen to forget.

Priority Standards

- **11-12.RN.2.2:** Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
- **11-12.RN.3.3:** Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.

Supporting Standards

- **11-12.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
- **11-12.RN.4.2:** Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
- **11-12.SL.3.2:** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.

Proficiency Scales

- [11-12.RN.2.2](#)
- [11-12.RN.3.3](#)
- [11-12.RN.4.2](#)
- [11-12.SL.3.2](#)

Assessments

- Students will respond to a given article and provide an analysis that demonstrates close reading. Students should analyze how the author develops the central idea and should discuss the author’s purpose. Their analysis should include textual evidence.

Enduring Understandings

- Nonfiction texts are structured around the development of central ideas.
- A text’s details and rhetorical devices reveal the author’s perspective, purpose, and response to counterarguments.
- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- The medium through which ideas are communicated impacts a reader’s interpretation, so an author must be intentional when choosing how to communicate a particular message.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.

Essential Questions

- Who are some real-life heroes?
- How can a person be considered a hero by some people and a villain by others?
- Do the attributes of a hero remain the same over time?

Key Concepts

- I can identify the central ideas in multiple nonfiction texts. (11-12.RN.2.2)
- I can explain what details help to develop the central ideas. (11-12.RN.2.2)
- I can compare and contrast the central ideas as they are presented in two or more nonfiction texts. (11-12.RN.2.2)
- I can use details to explain how the central idea is similar between the two nonfiction texts. (11-12.RN.2.2)
- I can use details to show how the central idea is different between the two nonfiction texts. (11-12.RN.2.2)

Related Concepts

- I can analyze what a text says explicitly. (11-12.RN.2.1)
- I can make inferences and interpretations about a text. (11-12.RN.2.1)
- I can support my inferences by citing strong and thorough textual evidence. (11-12.RN.2.1)
- I can explain how my evidence supports my analysis. (11-12.RN.2.1)
- I can synthesize and evaluate multiple sources information presented in different media formats. (11-12.RN.4.2)

Vocabulary

- analysis
- analyze
- central idea
- cite
- compare
- contrast
- counterclaim
- details
- diction
- evaluate
- evidence
- explicit
- inference
- interpretation
- media
- point of view

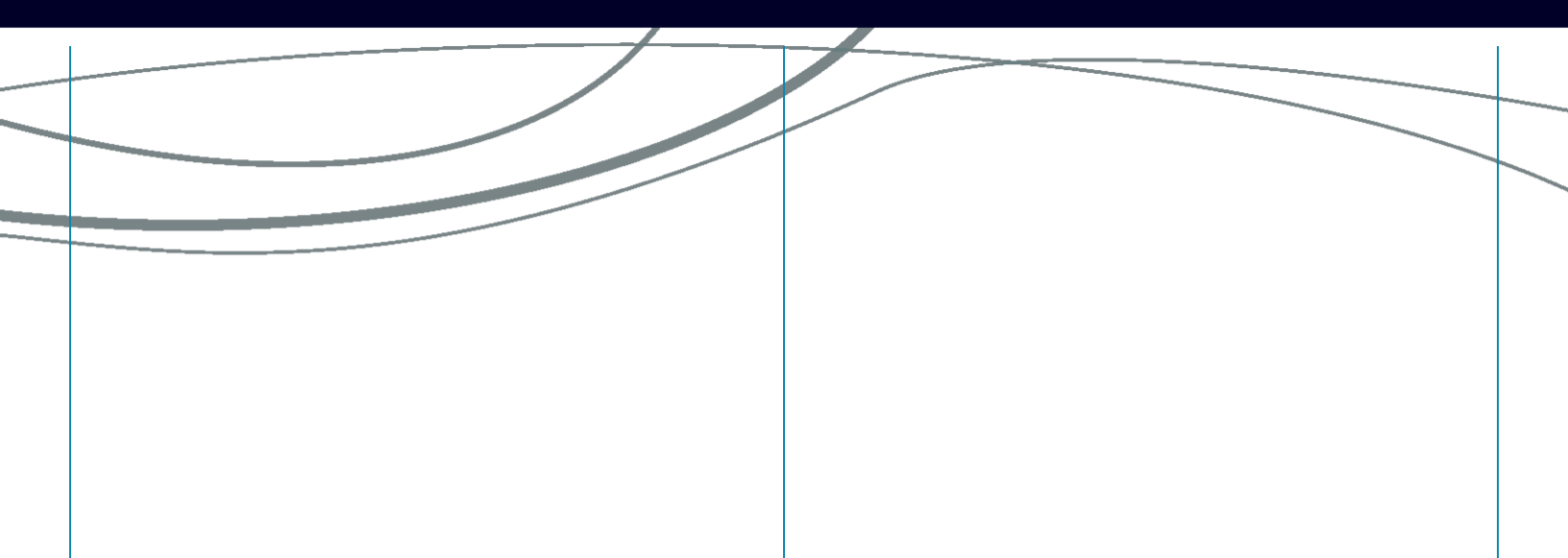
<ul style="list-style-type: none"> • I can identify rhetorical devices within a nonfiction text. (11-12.RN.3.3) • I can identify a counterclaim and analyze its effectiveness. (11-12.RN.3.3) • I can compile examples of pathos, ethos, and/or logos within the text. (11-12.RN.3.3) • I can evaluate the use of rhetorical devices within a text. (11-12.RN.3.3) • I can explain how a rhetorical device from a text illustrates an author's purpose or perspective. (11-12.RN.3.3) • I can evaluate how successfully the author anticipated the audience's response. (11-12.RN.3.3) 	<ul style="list-style-type: none"> • I can gather information to address a question or solve a problem. (11-12.RN.4.2) • I can evaluate a speaker's perspective, reasoning, and use of evidence, and rhetoric. (11-12.SL.3.2) • I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3.2) 	<ul style="list-style-type: none"> • premise • reasoning • rhetoric • stance • style • synthesize • textual evidence • tone
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Resources

<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Article: The Characteristics of a hero by Kendra Cherry • Article: Why most of our heroes aren't really heroic by Alex Lickerman, M.D. • Article: Should we choose humility over heroism by Umair Haque • Article: The future of heroism isn't individual, it's collective by Lewis Pugh • Essay: We don't need hero leaders, we need cultures of learning and leadership by Ash Buchanan • Article: Can you say... 'Hero?' by Tom Junod • Article: Special Report: What makes a hero by Dave Miller • Article: We don't need heroes, we need team players by Mohammed Nazari • Article: Meet the man who single handedly prevented nuclear armageddon by Katie Serena • Article: Tina Turner got it right: We don't need more heroes by Hans Rollmann • Article: How Norman Borlaug Saved A Billion Lives And Led The World Into The Green Revolution by Katie Serena • Article: This kid fights hunger and homelessness and he's only 4 years old by Claire Nowak 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> • Podcast: Why we don't need heroes • TED Talk: The power of everyday heroes • TED Talk: Be the hero • TED Talk: Social workers as superheroes
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School Resources

Textbook	Formative Assessments
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General Description of the Unit

Unit 3: Unit three is an extension of unit two. Students did a deep dive into nonfiction texts that explore our hero theme. Now, students will be doing their own writing and research to learn about a hero who they feel hasn't received the recognition they deserve.

Priority Standards

- **11-12.ML.2.1:** Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
- **11-12.W.3.2:** Write informative compositions in a variety of forms that –
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Utilizing credible sources, 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
 - 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.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
 - Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
 - Synthesize and integrate information into the text selectively to maintain the flow of ideas.

Supporting Standards

- **11-12.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
- **11-12.RN.2.3:** Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, individuals develop throughout the text.
- **11-12.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

- Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
- Present information, choosing from a variety of formats.

Proficiency Scales

- [11-12.ML.2.1](#)
- [11-12.RV.3.2](#)
- [11-12.W.3.2](#)
- [11-12.W.5](#)

Assessments

- Students will conduct research to identify a hero who hasn't received the recognition they deserve. They will write an argumentative essay arguing why the person they chose is a hero and why they are underappreciated. Their composition should include multiple sources of information to support their claim from various forms of media.
- Here are some options where they may begin their research:
 - *Associated Press*
 - *Time*
 - *NPR*
 - *The Atlantic*
 - *Huffington Post*
 - *Buzzfeed News*
 - *Medium*
 - *BBC*
- Students should address the following questions: What makes this person influential? What factors may have resulted in their lack of recognition? What do readers need to know about your hero? What complicates their status as a hero?

Enduring Understandings

- We should be critical consumers of media in all formats.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.
- *Good readers analyze texts by asking questions and using evidence from the text to make inferences.*
- Strong readers analyze the connections and relationships between ideas and events in a text.
- Word meaning and impact can depend on the context in which it is used.

Essential Questions

- Why is it important to recognize positive contributions to society?
- What should you do if you encounter research that contradicts something you believe to be true?
- Why is plagiarism harmful?

Key Concepts

- I can evaluate visual images and verbal messages. (11-12.ML.2.1)
- I can compare and contrast visual and verbal messages. (11-12.ML.2.1)
- I can recognize visual techniques and design elements in various forms of media. (11-12.ML.2.1)
- I can analyze how visual techniques and design elements influence a message. (11-12.ML.2.1)
- I can write informative compositions in a variety of forms. (11-12.W.3.2)

Related Concepts

- *I can analyze what a text says explicitly.* (11-12.RN.2.1)
- *I can make inferences and interpretations about a text.* (11-12.RN.2.1)
- *I can support my inferences by citing strong and thorough textual evidence.* (11-12.RN.2.1)
- *I can explain how my evidence supports my analysis.* (11-12.RN.2.1)
- I can describe how the author sequences the events of the text. (11-12.RN.2.3)

Vocabulary

- *analysis*
- *annotate*
- *APA*
- *bias*
- *citation*
- *cite*
- *conclusion*
- *connotation*
- *credible*
- *denotation*
- *design elements*
- *diction*
- *explicit*
- *figurative language*
- *inference*

- I can write an introduction that previews what is to follow and organizes ideas. (11-12.W.3.2)
- I can include formatting, graphics, and multimedia when useful. (11-12.W.3.2)
- I can use relevant facts, definitions, details, quotes, and examples from various, reliable sources to develop my topic. (11-12.W.3.2)
- I can use appropriate and varied transitions. (11-12.W.3.2)
- I can choose language and content-specific vocabulary to express ideas precisely and concisely. (11-12.W.3.2)
- I can establish and maintain a style appropriate to the purpose and audience. (11-12.W.3.2)
- I can write a conclusion. (11-12.W.3.2)
- I can conduct short and sustained research assignments and tasks to build knowledge. (11-12.W.5)
- I can formulate an inquiry question. (11-12.W.5)
- I can refine and narrow the focus as research evolves. (11-12.W.5)
- I can gather and assess information from multiple sources. (11-12.W.5)
- I can synthesize and integrate information in my research. (11-12.W.5)
- I can avoid plagiarism and follow a standard format for citation. (11-12.W.5)
- I can present research information in a variety of formats. (11-12.W.5)

- I can explain how complex ideas develop throughout the text. (11-12.RN.2.3)
- I can explain how different elements of the text, like individuals, ideas, and events, interact to develop a nonfiction text. (11-12.RN.2.3)
- I can describe how the concepts are developed and how this development impacts the overall piece of writing. (11-12.RN.2.3)
- I can appraise the development of the concepts with a text and justify why the developments occur. (11-12.RN.2.3)
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, denotative, and technical meanings. (11-12.RV.3.2)
- I can evaluate the cumulative impact of how an author uses and refines the meaning of key terms over the course of a text. (11-12.RV.3.2)

- informative
- inquiry question
- interpretation
- introduction
- media
- MLA
- plagiarism
- redundant
- research
- sequence
- sources
- style
- synthesize
- textual evidence
- tone
- transition

Resources

Nonfiction Texts

- **Article:** [6 questions to help you evaluate media messages](#) by Vicki Krueger
- **Article:** [Basic Steps in the Research Process](#)
- **Article:** [Expository Writing from Purdue Owl](#)

The majority of reading for this unit will occur during the research process.

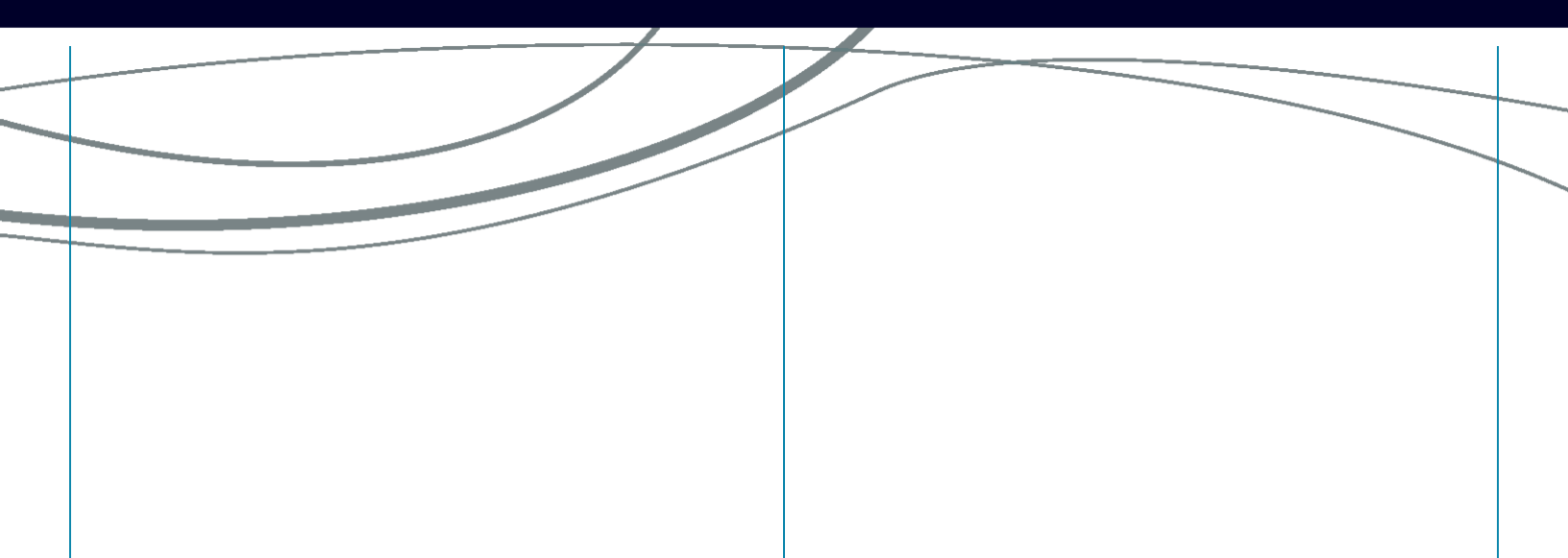
Media, Music, Art, etc.

- **Video:** [How to Do Research](#)

School Resources

Textbook

Formative Assessments



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General Description of the Unit

Unit 4: To conclude the first half of the semester, students will reflect on their learning by looking critically at the world around them. If they had the agency to change the world, what changes would they make? Who would those changes impact? Students will grapple with these questions, conduct research, and share their findings with their peers.

Priority Standards

- **11-12.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
- **11-12.W.3.1:** Write arguments in a variety of forms that
 - Introduce precise 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.
 - Use rhetorical strategies to enhance the effectiveness of the claim
 - 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.
 - Use effective and varied transitions 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.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
 - Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
 - Synthesize and integrate information into the text selectively to maintain the flow of ideas.
 - Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
 - Present information, choosing from a variety of formats.

Supporting Standards

- **11-12.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
- **11-12.RN.4.1:** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.SL.3.2:** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.

Proficiency Scales

- [11-12.RN.4.1](#)
- [11-12.SL.3.2](#)

Assessments

- Students will write an argument and create a short presentation to address the question of

- [11-12.SL.4.2](#)
- [11-12.W.3.1](#)
- [11-12.W.5](#)

what one change would improve the world?

- Students should conduct research to support their argument. Their composition should address why solving the problem they identified should be prioritized. Who will the changes impact most? What counterarguments need to be considered?

Enduring Understandings

- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- **Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.**
- **Good readers analyze texts by asking questions and using evidence from the text to make inferences.**
- It is the reader's job to evaluate the quality of an author's evidence, reasoning, and claims as well as to recognize fallacies.
- **Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.**

Essential Questions

- Which populations are most concerned or affected by the global challenges?
- What are the most pressing challenges facing the world today?
- What responsibility does an individual have to improve the world?

Key Concepts

- I can create presentations with strategic and creative use of digital media to add interest and enhance understanding of findings, reasoning, and evidence. (11-12.SL.4.2)
- I can write arguments in a variety of forms. (11-12.W.3.1)
- I can introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from counterclaims. (11-12.W.3.1)
- I can logically sequence claims, counterclaims, reasons, and evidence. (11-12.W.3.1)
- I can develop claims and counterclaims fairly and thoroughly. (11-12.W.3.1)
- I can supply the most relevant evidence for each. (11-12.W.3.1)
- I can utilize rhetorical strategies to develop and support an argument. (11-12.W.3.1)
- I can effectively use varied transitions in argumentative writing. (11-12.W.3.1)
- I can establish and maintain a consistent style and tone for my audience. (11-12.W.3.1)
- I can provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.3.1)

Related Concepts

- I can analyze what a text says explicitly. (11-12.RN.2.1)
- I can make inferences and interpretations about a text. (11-12.RN.2.1)
- I can support my inferences by citing strong and thorough textual evidence. (11-12.RN.2.1)
- I can explain how my evidence supports my analysis. (11-12.RN.2.1)
- I can delineate and evaluate the arguments and claims within a historical document. (11-12.RN.4.1)
- I can evaluate the reasoning and evidence used to support an argument. (11-12.RN.4.1)
- I can determine if evidence is relevant and sufficient in U.S. and world texts. (11-12.RN.4.1)
- I can identify false statements and fallacious reasoning. (11-12.RN.4.1)
- I can evaluate a speaker's perspective, reasoning, and use of evidence, and rhetoric. (11-12.SL.3.2)
- I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3.2)

Vocabulary

- analysis
- annotate
- APA
- argument
- citation
- cite
- claim
- conclusion
- counterclaim
- diction
- ethos
- evaluate
- evidence
- explicit
- exposition
- fallacy
- inference
- inquiry question
- interpretation
- introduction
- logos
- MLA
- pathos
- plagiarism
- point of view
- premise
- reasoning
- research
- rhetoric
- rhetorical devices
- rhetorical strategies
- seminal
- sources

<ul style="list-style-type: none"> • I can conduct short and sustained research assignments and tasks to build knowledge. (11-12.W.5) • I can formulate an inquiry question. (11-12.W.5) • I can refine and narrow the focus as research evolves. (11-12.W.5) • I can gather and assess information from multiple sources. (11-12.W.5) • I can synthesize and integrate information in my research. (11-12.W.5) • I can avoid plagiarism and follow a standard format for citation. (11-12.W.5) • I can present research information in a variety of formats. (11-12.W.5) 		<ul style="list-style-type: none"> • stance • style • synthesize • textual evidence • tone • transitions
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Resources

<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Article: <i>The 10 most critical problems in the world, according to millennials</i> by Tanza Loudonback and Abby Jackson • Article: <i>What are the 10 biggest global challenges?</i> by Rosamond Hutt • Article: <i>Effects of poverty on society: why we should all care</i> from Poverties.Org <p><i>The majority of reading for this unit will occur during the research process.</i></p>	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> • List: <i>Global Issues</i> • List: <i>United Nations: Global Issues</i>
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School Resources

<p>Textbook</p>	<p>Formative Assessments</p>
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General Description of the Unit

Unit 5: Sometimes we grow up with very little exposure to identities different from our own, so it is important to seek out texts that show us what the world looks like from other perspectives. This unit strives to help us recognize whose voices we aren't hearing and encourage us to seek out opportunities to read and hear from those voices.

Priority Standards

- **11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RL.3.1:** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.
- **11-12.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.

Supporting Standards

- **11-12.RL.2.1:** Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
- **11-12.RL.2.3:** Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).
- **11-12.SL.2.4:** Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **11-12.W.3.3:** Write narrative compositions in a variety of forms that –
 - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
 - Create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Proficiency Scales

- [11-12.RL.2.2](#)
- [11-12.RL.2.3](#)
- [11-12.RL.3.1](#)
- [11-12.RV.2.1](#)
- [11-12.W.3.3](#)

Assessments

- Students will write a narrative composition exploring the perspective from one of the pieces analyzed within this unit.
 - From the perspective of a supporting character
 - A deleted scene
 - An alternate ending

Enduring Understandings

- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- Authors make intentional choices regarding structure to contribute to the meaning of the text.

Essential Questions

- In what ways can texts act as both windows and mirrors?
- Whose voices are marginalized in our society and why are they marginalized?
- Do we have a responsibility to help those with

- Skillful readers rely on a variety of context clues to create meaning.
- Good readers support their interpretation and analysis of a text by citing textual evidence.
- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- Authors engage readers by using a variety of narrative techniques to create a vivid story with sensory details.

marginalized voices be heard?

Key Concepts

- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can analyze and evaluate how an author's choices concerning how to structure parts of a work of literature contribute to its overall structure and meaning and effect of a work. (11-12.RL.3.1)
- I can use context to determine the meaning of words and phrases. (11-12.RV.2.1)

Related Concepts

- I can analyze what a text says explicitly. (11-12.RL.2.1)
- I can analyze what a text says implicitly. (11-12.RL.2.1)
- I can draw inferences about a text. (11-12.RL.2.1)
- I can make interpretations about a text. (11-12.RL.2.1)
- I can cite textual evidence to determine my analysis of places where a text leaves matters uncertain. (11-12.RL.2.1)
- I can analyze how the author's choices impact character development over the course of a text. (11-12.RL.2.3)
- I can expand conversations by posing and responding to questions that probe reasoning and evidence in a discussion. (11-12.SL.2.4)
- I can make sure all positions on a topic or issue are represented in a discussion. (11-12.SL.2.4)
- I can clarify, verify, or challenge ideas and conclusions in a discussion. (11-12.SL.2.4)
- I can promote divergent and creative perspectives in a discussion. (11-12.SL.2.4)
- I can write narrative compositions in a variety of forms. (11-12.W.3.3)
- I can write an introduction that includes the setting, situation, conflict, point of view, narrator, and characters. (11-12.W.3.3)
- I can create a progression of events and experiences in a story. (11-12.W.3.3)
- I can use narrative techniques to develop experiences, events, and characters in a story. (11-12.W.3.3)
- I can use a variety of techniques to sequence events so they build on one another. (11-12.W.3.3)
- I can use precise words and phrases and sensory language to

Vocabulary

- aesthetic
- analyze
- author's choice
- central idea
- character
- cite
- clarify
- climax
- conflict
- connotation
- context
- denotation
- dialogue
- divergent
- explicit
- exposition
- inference
- interpret
- mood
- narrative
- pacing
- plot
- point of view
- probe
- reasoning
- resolution
- sensory language
- setting
- text structure
- textual evidence
- theme
- tone
- verify

create a vivid picture of the experiences, events, settings, and characters. (11-12.W.3.3)

- I can write an ending to my narrative that reflects on what is experienced, observed, and resolved. (11-12.W.3.3)

Resources

Fiction Texts

- **Play:** *Fences* by August Wilson
- **Novel:** *The Hate You Give* by Angie Thomas
- **Novel:** *The Bluest Eye* by Toni Morrison
- **Novel:** *The Kite Runner* by Khalid Hosseini
- **Novel:** *Life of Pi* by Yann Martel
- **Novel:** *As I Lay Dying* by William Faulkner
- **Novel:** *Siddhartha* by Herman Hesse
- **Novel:** *A Connecticut Yankee in King Arthur's Court* by Mark Twain
- **Novel:** *Pride and Prejudice* by Jane Austin
- **Poem:** *The Rose that Grew from Concrete* by Tupac Shakur

Nonfiction Texts

- **Autobiography:** *The Autobiography of Malcolm X* by Malcolm X and Alex Haley
- **Memoir:** *Night* by Eli Wiesel

Media, Music, Art, etc.

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School Resources

Textbook

Formative Assessments

General Description of the Unit

Unit 6: Students will collaborate to hone their argumentation skills. We will begin the unit by analyzing two text sets that present multiple sides to an argument. We will look critically about how authors develop and support their claims. Students will then collaboratively conduct research in order to develop their argument.

Priority Standards

- **11-12.RN.4.1:** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.SL.3.1:** Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
- **11-12.W.3.1:** Write arguments in a variety of forms that
 - Introduce precise 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.
 - Use rhetorical strategies to enhance the effectiveness of the claim
 - 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.
 - Use effective and varied transitions 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.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Supporting Standards

- **11-12.RN.3.2:** Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
- **11-12.RN.4.2:** Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
- **11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
 - Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
 - Synthesize and integrate information into the text selectively to maintain the flow of ideas.
 - Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
 - Present information, choosing from a variety of formats.

Proficiency Scales

- [11-12.RN.3.2](#)
- [11-12.RN.4.1](#)
- [11-12.RN.4.2](#)
- [11-12.SL.3.1](#)
- [11-12.W.3.1](#)
- [11-12.W.5](#)

Assessments

- Based on the novel read in the previous unit, students will formulate a research question, conduct research, and write an argumentative composition. Students will present their findings to the class.

Enduring Understandings

- It is the reader's job to evaluate the quality of an author's evidence, reasoning, and claims as well as to recognize fallacies.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.

Essential Questions

- Why is argumentation an important skill?
- Does every argument have a winner? Explain.
- What makes some sources more credible than others?

- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- Each part of a text contributes to the development of the text's claims.
- The medium through which ideas are communicated impacts a reader's interpretation, so an author must be intentional when choosing how to communicate a particular message.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.

Key Concepts

- I can delineate and evaluate the arguments and claims within a historical document. (11-12.RN.4.1)
- I can evaluate the reasoning and evidence used to support an argument. (11-12.RN.4.1)
- I can determine if evidence is relevant and sufficient in U.S. and world texts. (11-12.RN.4.1)
- I can identify false statements and fallacious reasoning. (11-12.RN.4.1)
- I can integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems. (11-12.SL.3.1)
- I can evaluate the credibility and accuracy of sources and note any discrepancies in the data. (11-12.SL.3.1)
- I can write arguments in a variety of forms. (11-12.W.3.1)
- I can introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from counterclaims. (11-12.W.3.1)
- I can logically sequence claims, counterclaims, reasons, and evidence. (11-12.W.3.1)
- I can develop claims and counterclaims fairly and thoroughly. (11-12.W.3.1)
- I can supply the most relevant evidence for each. (11-12.W.3.1)
- I can utilize rhetorical strategies to develop and support an argument. (11-12.W.3.1)
- I can effectively use varied transitions in argumentative writing. (11-12.W.3.1)
- I can establish and maintain a consistent style and tone for my audience. (11-12.W.3.1)
- I can provide a concluding statement or section that follows

Related Concepts

- I can analyze and evaluate the structure of a nonfiction text. (11-12.RN.3.2)
- I can evaluate the effectiveness of an author's exposition or argument by analyzing the text's structure. (11-12.RN.3.2)
- I can evaluate whether the structure makes points clear, convincing, and engaging. (11-12.RN.3.2)
- I can synthesize and evaluate multiple sources information presented in different media formats. (11-12.RN.4.2)
- I can gather information to address a question or solve a problem. (11-12.RN.4.2)
- I can conduct short and sustained research assignments and tasks to build knowledge. (11-12.W.5)
- I can formulate an inquiry question. (11-12.W.5)
- I can refine and narrow the focus as research evolves. (11-12.W.5)
- I can gather and assess information from multiple sources. (11-12.W.5)
- I can synthesize and integrate information in my research. (11-12.W.5)
- I can avoid plagiarism and follow a standard format for citation. (11-12.W.5)
- I can present research information in a variety of formats. (11-12.W.5)

Vocabulary

- accuracy
- analyze
- annotate
- APA
- argument
- citation
- claim
- conclusion
- convince
- counterclaim
- credible
- discrepancy
- engage
- ethos
- evaluate
- evidence
- exposition
- fallacy
- inquiry question
- integrate
- introduction
- logos
- media
- MLA
- pathos
- plagiarism
- reasoning
- research
- rhetoric
- rhetorical devices
- rhetorical strategies
- seminal
- sources
- style
- synthesize
- tone
- transitions

from and supports the argument presented. (11-12.W.3.1)

Resources

Nonfiction Texts

Model your analysis with one of the following topics.

Homework should be banned:

- [*Why I Think All Schools Should Abolish Homework*](#) by Vicki Abeles
- [*The Cult of Homework*](#) by Joe Pinsker
- [*Duke Study: Homework helps students succeed in school, as long as there isn't too much*](#)
- [*The Case for \(Quality\) Homework*](#) by Janine Bempechat

Plastic bags should be banned:

- [*Should Plastic Bags Be Banned Everywhere?*](#) by Shannon Doyne
- [*The Truth about Plastic Bag Bans*](#) by John Hite
- [*We know single-use plastics are bad. Why can't we stop using them?*](#) by Rachel Smith
- [*Banning Straws and Bags Won't Solve our Plastic Problem*](#) by Mathy Stanislaus

Media, Music, Art, etc.

- **Topic List:** [*55 Great Debate Topics for Any Project*](#)

School Resources

Textbook

Formative Assessments

<p>General Description of the Unit</p> <p>Unit 7: We are bombarded with advertisements everywhere we go. On social media platforms, advertisements are often camouflaged as regular content, so spotting bias and manipulative tactics is critical. In this unit, students will look closely at how advertisements can be dangerously convincing.</p>		
<p>Priority Standards</p> <ul style="list-style-type: none"> • 11-12.ML.2.1: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media. • 11-12.RN.2.2: Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. • 11-12.RN.3.3: Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 11-12.ML.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. • 11-12.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis. • 11-12.RN.4.1: Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. • 11-12.RN.4.2: Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 11-12.ML.2.1 • 11-12.RN.2.2 • 11-12.RN.3.3 • 11-12.RN.4.1 • 11-12.RN.4.2 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will create their own advertisement (print, video, audio). They will also write a rationale explaining the choices they made to maximize the persuasiveness of their advertisement. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • We should be critical consumers of media in all formats. • Nonfiction texts are structured around the development of central ideas. • A text’s details and rhetorical devices reveal the author’s perspective, purpose, and response to counterarguments. • We should be critical consumers of media in all formats. • Good readers analyze texts by asking questions and using evidence from the text to make inferences. • It is the reader’s job to evaluate the quality of an author’s evidence, reasoning, and claims as well as to recognize fallacies. • The medium through which ideas are communicated impacts a reader’s interpretation, so an author must be intentional when choosing how to communicate a particular message. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Which rhetorical devices are most convincing? Why? • Should there be any restrictions or regulations in regards to advertisements? • How can advertising be dangerous? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can evaluate visual images and verbal messages. (11-12.ML.2.1) • I can compare and contrast visual and verbal messages. (11-12.ML.2.1) • I can recognize visual techniques and design elements in various forms of media. (11-12.ML.2.1) • I can analyze how visual techniques and design elements 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can identify logical and rhetorical fallacies in media. (11-12.ML.2.2) • I can analyze the impact media has on the public. (11-12.ML.2.2) • I can analyze the impact of logical and rhetorical fallacies on media and the public. (11-12.ML.2.2) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • analysis • analyze • argument • bias • central idea • cite • compare • contrast • counterclaim • design elements

<p>influence a message. (11-12.ML.2.1)</p> <ul style="list-style-type: none"> • I can identify the central ideas in multiple nonfiction texts. (11-12.RN.2.2) • I can explain what details help to develop the central ideas. (11-12.RN.2.2) • I can compare and contrast the central ideas as they are presented in two or more nonfiction texts. (11-12.RN.2.2) • I can use details to explain how the central idea is similar between the two nonfiction texts. (11-12.RN.2.2) • I can use details to show how the central idea is different between the two nonfiction texts. (11-12.RN.2.2) • I can identify rhetorical devices within a nonfiction text. (11-12.RN.3.3) • I can identify a counterclaim and analyze its effectiveness. (11-12.RN.3.3) • I can compile examples of pathos, ethos, and/or logos within the text. (11-12.RN.3.3) • I can evaluate the use of rhetorical devices within a text. (11-12.RN.3.3) • I can explain how a rhetorical device from a text illustrates an author's purpose or perspective. (11-12.RN.3.3) • I can evaluate how successfully the author anticipated the audience's response. (11-12.RN.3.3) 	<ul style="list-style-type: none"> • I can analyze what a text says explicitly. (11-12.RN.2.1) • I can make inferences and interpretations about a text. (11-12.RN.2.1) • I can support my inferences by citing strong and thorough textual evidence. (11-12.RN.2.1) • I can explain how my evidence supports my analysis. (11-12.RN.2.1) • I can delineate and evaluate the arguments and claims within a historical document. (11-12.RN.4.1) • I can evaluate the reasoning and evidence used to support an argument. (11-12.RN.4.1) • I can determine if evidence is relevant and sufficient in U.S. and world texts. (11-12.RN.4.1) • I can identify false statements and fallacious reasoning. (11-12.RN.4.1) • I can synthesize and evaluate multiple sources information presented in different media formats. (11-12.RN.4.2) • I can gather information to address a question or solve a problem. (11-12.RN.4.2) 	<ul style="list-style-type: none"> • details • ethos • explicit • exposition • fallacy • inference • interpretation • logical fallacy • logos • media • pathos • rhetoric • rhetorical devices • seminal • style • synthesize • textual evidence
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Resources

Nonfiction Texts

- **Article:** [How Advertising Manipulates Your Choices and Spending Habits \(and What to Do About It\)](#) by Adam Dachis
- **Article:** [How To Detect Bias In News Media](#) from Fair.Org
- **Article:** [Making sense of media bias](#) by Lindzi Wessel
- **Article:** [State sues e-cigarette maker, says it targets youth market](#) by Bob Salsberg
- **Article:** [The Traffic Merchant](#) by Craig Silverman
- **Article:** [Juul Bought Ads On Cartoon Network, Nickelodeon, And Other Kids Websites, A New Lawsuit Claims](#) by Dan Vergano and Stephanie M. Lee
- **How-to:** [How to Spot 11 Types of Media Bias](#)
- **Article:** [Why Good Advertising Works \(Even When You Think It Doesn't\)](#) by Nigel Hollis
- **Article:** [The Future of Media Bias](#) by Walter Frick
- **Article:** [Here's What Alcohol Advertising Does To Kids](#) by Justin Worland
- **Article:** [Know the three modes of persuasion](#) by Jeremy Porter

Media, Music, Art, etc.

- **Images:** [33 Powerful And Creative Print Ads That'll Make You Look Twice](#) by Linda. D
- **Video Playlist:** [Advertisements 2020](#)
- **Archive:** [Examples of media bias](#)

School Resources

Textbook

Formative Assessments

General Description of the Unit

Unit 8: Senior Footprint: We will conclude our year by studying the art of the TED Talk. How can we condense what we’ve learned into a way that is accessible and engaging for audiences? Students will work to present their own TED Talk to inspire, motivate, and inform their peers.

Priority Standards

- **11-12.SL.3.1:** Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
- **11-12.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
- **11-12.W.3.2:** Write informative compositions in a variety of forms that –
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Utilizing credible sources, 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
 - 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.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Proficiency Scales

- [11-12.RN.2.2](#)
- [11-12.RN.4.1](#)
- [11-12.SL.3.1](#)
- [11-12.SL.4.2](#)
- [11-12.W.3.2](#)
- [11-12.W.5](#)

Supporting Standards

- **11-12.RN.2.2:** Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
- **11-12.RN.4.1:** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
 - Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
 - Synthesize and integrate information into the text selectively to maintain the flow of ideas.
 - Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
 - Present information, choosing from a variety of formats.

Assessments

- **Senior Footprint:** Students will write and deliver a TED Talk answering the question: How has high school changed you? They will use research to include major events or trends that occurred during their high school experience. Students will draft their TED talk using informational writing techniques and will present their composition or share it in the form of a video.

Enduring Understandings

- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.
- Nonfiction texts are structured around the development of central ideas.
- It is the reader's job to evaluate the quality of an author's evidence, reasoning, and claims as well as to recognize fallacies.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.

Essential Questions

- How has high school changed you?
- What ideas do you have that are worth sharing?
- What excites you about the future?

Key Concepts

- I can integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems. (11-12.SL.3.1)
- I can evaluate the credibility and accuracy of sources and note any discrepancies in the data. (11-12.SL.3.1)
- I can create presentations with strategic and creative use of digital media to add interest and enhance understanding of findings, reasoning, and evidence. (11-12.SL.4.2)
- I can write informative compositions in a variety of forms. (11-12.W.3.2)
- I can write an introduction that previews what is to follow and organizes ideas. (11-12.W.3.2)
- I can include formatting, graphics, and multimedia when useful. (11-12.W.3.2)
- I can use relevant facts, definitions, details, quotes, and examples from various, reliable sources to develop my topic. (11-12.W.3.2)
- I can use appropriate and varied transitions. (11-12.W.3.2)
- I can choose language and content-specific vocabulary to express ideas precisely and concisely. (11-12.W.3.2)
- I can establish and maintain a style appropriate to the purpose and audience. (11-12.W.3.2)
- I can write a conclusion. (11-12.W.3.2)

Related Concepts

- I can identify the central ideas in multiple nonfiction texts. (11-12.RN.2.2)
- I can explain what details help to develop the central ideas. (11-12.RN.2.2)
- I can compare and contrast the central ideas as they are presented in two or more nonfiction texts. (11-12.RN.2.2)
- I can use details to explain how the central idea is similar between the two nonfiction texts. (11-12.RN.2.2)
- I can use details to show how the central idea is different between the two nonfiction texts. (11-12.RN.2.2)
- I can delineate and evaluate the arguments and claims within a historical document. (11-12.RN.4.1)
- I can evaluate the reasoning and evidence used to support an argument. (11-12.RN.4.1)
- I can determine if evidence is relevant and sufficient in U.S. and world texts. (11-12.RN.4.1)
- I can identify false statements and fallacious reasoning. (11-12.RN.4.1)
- I can conduct short and sustained research assignments and tasks to build knowledge. (11-12.W.5)
- I can formulate an inquiry question. (11-12.W.5)
- I can refine and narrow the focus as research evolves. (11-12.W.5)
- I can gather and assess information from multiple sources. (11-12.W.5)
- I can synthesize and integrate information in my research. (11-12.W.5)
- I can avoid plagiarism and follow a standard format for citation. (11-12.W.5)

Vocabulary

- accuracy
- analyze
- annotate
- APA
- argument
- central idea
- citation
- compare
- conclusion
- contrast
- counterclaim
- credible
- details
- discrepancy
- ethos
- evidence
- exposition
- fallacy
- informative
- inquiry question
- integrate
- introduction
- logos
- media
- MLA
- pathos
- plagiarism
- reasoning
- redundant
- research
- rhetoric
- rhetorical devices
- seminal
- sources
- style
- synthesize
- tone
- transition

- I can present research information in a variety of formats. (11-12.W.5)

Resources

Media, Music, Art, etc.

TED Talks:

- [What adults can learn from kids](#) by Adora Svitak
- [The danger of a single story](#) by Chimamanda Ngozi Adichie
- [High school stories](#) by Casey Neistat
- [How to stay calm when you know you'll be stressed](#) by Daniel Levitin
- [Inside the mind of a master procrastinator](#) by Tim Urban
- [The power of introverts](#) by Susan Cain
- [How to speak so people want to listen](#) by Julian Treasure
- [Grit: the power of passion and perseverance](#) by Angela Lee Duckworth
- [Everyday leadership](#) by Drew Dudley
- [The best kindergarten you've ever seen](#) by Takaharu Tezuka
- [Looks aren't everything. Believe me, I'm a model](#) by Cameron Russell

School Resources

Textbook

Formative Assessments