High School Composition and Reading Curriculum

Course Description: This course is designed for a college-bound student who has demonstrated a willingness to handle college level material. This course exposes students to the different types of writing through the analysis and creation of various essays across rhetorical modes (narration, exposition, argumentation, and description). In addition to studying and writing several essays, students will also read a larger piece of literature (novel or Shakespearean play) and analyze the themes and skills writers use when creating effective pieces of fiction. Students will create a final research paper which could be 8-10 pages in length.

Scope and Sequence:

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<th>Instructional Topics</th>
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<td>Narrative</td>
<td>Topic 1: Introduction&lt;br&gt;Topic 2: Drafting</td>
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<td>Observation</td>
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Unit 1: Narrative

Subject: Composition and Reading
Grade: 11, 12
Name of Unit: Narrative
Length of Unit: 2-3 Weeks

Overview of Unit: This unit introduces students to the art of narration and exposition as it relates to telling their own stories. The final piece of this unit is a personal narrative that asks students to reflect on an event, person, or experience that has had a considerable impact on their lives. On the way to that final paper, students are introduced to the continued skills and practices of journaling, drafting, editing as well as working through the writing process.

Priority Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
  b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader’s understanding of the text.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>How an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the development is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
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<td>A writing process to product clear and coherent writing in which the voice is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
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<td>3</td>
</tr>
<tr>
<td>Previously learned narrative, expository, and argumentative writing techniques</td>
<td>Self-select and blend</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
Writing with consideration for the task, purpose, and audience | Review | Apply | 3
Writing with consideration for the task, purpose, and audience | Revise | Analyze | 3
Writing with consideration for the task, purpose, and audience | Edit | Apply | 3

**Essential Questions:**
1. How does analyzing examples of narrative texts influence a student’s ability to create his or her own narrative?
2. How does journaling help a student organize and create his or her own thoughts/topics for a narrative essay?
3. How does drafting/editing improve the writing process and the final product?

**Enduring Understanding/Big Ideas:**
1. When a student has a model of what good narratives look like, he or she is more capable of recognizing a wide range of elements of effective writing and thus creating a more effective narrative essay.
2. Journaling is an essential activity for brainstorming and creating possible writing topics to be developed into polished, narrative essays.
3. The ability to draft and edit helps students become more fluid in creating written pieces and allows them a chance to share essays with classmates as well as provide and receive valuable feedback.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Brainstorming</td>
<td>● Editing</td>
</tr>
<tr>
<td>● Draft</td>
<td>● First Person Point of View</td>
</tr>
<tr>
<td>● Feedback</td>
<td>● Narrative</td>
</tr>
<tr>
<td>● Journaling</td>
<td></td>
</tr>
</tbody>
</table>

Note: Engaging Experiences that are identified with an asterisk (*) are activities repeated throughout the course in the editing and drafting process.

**Topic 1: Introduction**

### Engaging Experience 1

**Title:** Mentor Text  
**Suggested Length of Time:** 1 Day, per text  
**Standards Addressed**

**Priority:**  
- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Supporting:**  
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** The teacher will show students a number of effective and ineffective personal narrative examples. Four to five examples give a good base to class discussion as well as identifies a number of topics students can relate to. After each example, the teacher will facilitate a class discussion over the effective and ineffective writing elements and encourage students to reflect on how these examples will influence their future works. Students will identify patterns within each and across the examples. Students will begin to brainstorm ideas of personal narratives they could write for their final paper in this unit. Journaling and mentor text will be ongoing and intermittent.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

### Engaging Experience 2

**Title:** Journaling  
**Suggested Length of Time:** 1 Day, per entry (repeated throughout unit and course)  
**Standards Addressed**

**Priority:**  
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task,
purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  b. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
  c. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader’s understanding of the text.
  d. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.
  e. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  f. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Supporting:**

- **ISTE - KNOWLEDGE COLLECTOR.3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - CREATIVE COMMUNICATOR.6:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE - GLOBAL COLLABORATOR.7:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** The purpose of journaling is to get students writing and practice. This activity is to jumpstart the writing process and lay the foundation of the final product. Within journaling, students will brainstorm various ideas as well as be encouraged to practice multiple techniques of effective writing. Students will be encouraged to share their journaling with the class. At the end of each unit, students will submit 1-2 journal entries to be graded on completion. This activity is done daily but with various lengths of time.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Topic 2: Drafting

Engaging Experience 1*

Title: Draft

Suggested Length of Time: 1 Day, per draft (repeated throughout unit and course)

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  b. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
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  e. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  f. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: The purpose of drafting is to create a document in which students begin to build a foundation of their final narrative essay. Drafting provides practice for students in implementing elements of effective writing. Student drafts are graded completion and effort. This activity is drafted 2-3 times per unit.
Bloom’s Levels: Apply  
Webb’s DOK: 3  

**Engaging Experience 2***  
**Title:** Peer Edit  
**Suggested Length of Time:** 1 Day, per draft (repeated throughout unit and course)  
**Standards Addressed**  
**Priority:**  
- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.  
**Supporting:**  
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.  
**Detailed Description/Instructions:** The purpose of peer editing is to evaluate the employment of effective writing skills. This evaluation is completed through small writing groups and individuals with multiple perspectives. Students will recognize and evaluate conventions, word choice and organization in writing groups.  
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3  

**Engaging Experience 3***  
**Title:** Final Draft  
**Suggested Length of Time:** 2 Day, per draft (repeated throughout unit and course)  
**Standards Addressed**  
**Priority:**  
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.  
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.  
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c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.

d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: The purpose of a final draft is for the student to demonstrate proficiency in creating the narrative form in a polished, complete product. This also shows the student’s ability to process and learn from feedback from peers and instructor. In this form the student will share with peers and instructor for formal evaluation.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Referencing the mentor texts within the experiences above, students will write a personal narrative concerning a significant life event or impact of an individual in his or her life. Students should mimic a previous example they have seen and attempt to match that style. Paper should be around 2-4 pages in length and include the six elements of writing including organization, voice, sentence fluency, conventions, ideas and word choice. *This is one of eight essays within the course*.

**Rubric for Engaging Scenario**: 6 + 1 Writing Rubric
# Summary of Engaging Learning Experiences for Topics

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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Mentor Text</td>
<td>The teacher will show students a number of good and bad personal narrative examples. Four to five examples give a good base to class discussion as well as identifies a number of topics students can relate to. After each example, the teacher will facilitate a class discussion over the good and poor writing elements and encourage students to reflect how these examples will influence their future works. Students will identify patterns within each and across the examples. Students will begin to brainstorm ideas of personal narratives they could write for their final paper in this unit. Journaling and mentor text will be ongoing and intermittent.</td>
<td>1 Day, per text</td>
</tr>
<tr>
<td>Introduction</td>
<td>Journaling</td>
<td>The purpose of journaling is to get students writing and practice. This activity is to jumpstart the writing process and lay the foundation of the final product. Within journaling, students will brainstorm various ideas and well as be encouraged to practice multiple techniques of effective writing. Students will be encouraged to share to the class about their journaling. At the end of each unit, students will submit 1-2 journal entries to be graded on completion. This activity is done daily but with various lengths of time.</td>
<td>1 Day, per entry (repeated throughout unit and course)</td>
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<td>Drafting</td>
<td>Draft</td>
<td>The purpose of drafting is to create a document in which students begin to build a foundation of their final narrative essay. Drafting provides practice for students in implementing elements of effective writing. Student drafts are graded completion and effort. This activity is drafted 2 -3 times per unit.</td>
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<td>Drafting</td>
<td>Peer Edit</td>
<td>The purpose of peer editing is to evaluate the employment of effective writing skills. This evaluation is completed through small writing groups and individuals with multiple perspectives. Students will recognize and evaluate conventions, word choice and organization in writing groups.</td>
<td>1 Day, per draft (repeated throughout unit and course)</td>
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</tr>
<tr>
<td>Drafting</td>
<td>Final Draft</td>
<td>The purpose of a final draft is for the student to demonstrate proficiency in creating the narrative form in a polished, complete product. This also shows the student’s ability to process and learn from feedback from peers and instructor. In this form the student will share with peers and instructor for formal evaluation.</td>
<td>2 Day, per draft (repeated throughout unit and course)</td>
</tr>
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</table>
Unit 2: Observation

Subject: Composition and Reading
Grade: 11-12
Name of Unit: Observation
Length of Unit: 2-3 Weeks

Overview of Unit: This unit asks students to build on the skills introduced in the Narrative unit but begins to introduce more sophisticated writing activities with focus on description and observation. Students begin to employ sensory detail with more focused attention than Unit 1, and they begin to make inferences from their observations about the true nature of what is happening around them. Ultimately students will create a piece of writing that asks them to observe a scene/event and make inferences about that event based on the details and descriptors they’ve observed.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
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  d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<tbody>
<tr>
<td>A writing process to product clear and coherent writing in which the development is appropriate to the task, purpose, and audience</td>
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<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</td>
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<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the voice is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Previously learned narrative, expository, and argumentative writing techniques</td>
<td>Self-select and blend</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Writing with consideration for the task, purpose, and audience</td>
<td>Review</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Writing with consideration for the task, purpose, and audience</td>
<td>Revise</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Writing with consideration for the task, purpose, and audience</td>
<td>Edit</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:

1. How does the inclusion of sensory details enhance the final observation essay?
2. How do multiple points of view of the same essay change the effect of that essay on the reader?

Enduring Understanding/Big Ideas:

1. The purpose of the observation essay is to describe a primarily observed event and the use of sensory details helps create a richer description of that event experienced by the writer.
2. Hearing a story from differing perspectives elucidates the stylistic choices made by an author. Understanding an author’s choices allows a practicing author insight into the effects stylistic choices have on an audience.

Unit Vocabulary:

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<th>Content/Domain Specific</th>
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<td>● Observation</td>
<td>● Adjective</td>
</tr>
<tr>
<td>● Reflection</td>
<td>● Adverb</td>
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<tr>
<td></td>
<td>● Diction</td>
</tr>
<tr>
<td></td>
<td>● Point of View</td>
</tr>
<tr>
<td></td>
<td>● Sensory Detail</td>
</tr>
</tbody>
</table>

Engaging Experience 1
Title: Introduction of Sensory Detail

Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
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  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: The teacher will show students a number of different examples of effective use of sensory details. The students will practice using sensory details as an additional technique to the skills of narration learned in Unit 1. As the students become adept
at creating vivid descriptions of events, they will create more complete examples of observational writings that mix both narrative and descriptive elements of effective writing.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Experience 1
Title: Point of View
Suggested Length of Time: 4-5 Days
Standards Addressed

Priority:
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
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- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**Detailed Description/Instructions:** In this writing experience, students will create a brief paper showing their ability to write about a single observation from multiple points of view. Being able to understand different points of view allows the student to create a richer description of the event, which is the goal of observational and descriptive writing.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Topic 3: Observation Essay

Engaging Experience 1
Title: Observation Essay

Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience within the text by making choices regarding organization and content.
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- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**Detailed Description/Instructions:** The teacher will show students a number of different examples of effective use of sensory details. The students will practice using sensory details as an additional technique to the skills of narration learned in Unit 1. As the students become adept at creating vivid descriptions of events, they will create more complete examples of observational writings that mix both narrative and descriptive elements of effective writing.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will write a descriptive/observation essay which highlights their reflection of an event through use of sensory detail and descriptive language. Students use sensory details in their descriptions because those details help to create a richer and vivid description of the event/person for the intended audience. During this essay, students pay attention to how different points of view might influence the relation of an idea or event and they ultimately determine which point of view to employ for the retelling of their descriptive event. 

(This is two of eight essays within the course)
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Elements of Writing</td>
<td>Introduction of Sensory Detail</td>
<td>The teacher will show students a number of different examples of effective use of sensory details. The students will practice using sensory details as an additional technique to the skills of narration learned in Unit 1. As the students become adept at creating vivid descriptions of events, they will create more complete examples of observational writings that mix both narrative and descriptive elements of effective writing.</td>
<td>1-2 Weeks</td>
</tr>
<tr>
<td>Point of View</td>
<td>Point of View</td>
<td>In this writing students will create a brief paper showing their ability to write about a single observation from multiple points of view. Being able to understand different points of view allows the student to create a more rich description of the event which is the goal of observational and descriptive writing.</td>
<td>4-5 Days</td>
</tr>
<tr>
<td>Observation Essay</td>
<td>Observation Essay</td>
<td>The teacher will show students a number of different examples of effective use of sensory details. The students will practice using sensory details as an additional technique to the skills of narration learned in Unit 1. As the students become adept at creating vivid descriptions of events, they will create more complete examples of observational writings that mix both narrative and descriptive elements of effective writing.</td>
<td>1-2 Weeks</td>
</tr>
</tbody>
</table>
Unit 3: Persuasive/Argument

Subject: Composition and Reading
Grade: 11-12
Name of Unit: Persuasive/Argument
Length of Unit: 2-3 Weeks

Overview of Unit: In this unit, the students will be given multiple opportunities to recognize and understand the basic tenets of argument in not only what they read, but see and hear on a daily basis. The students will practice the skill of considering personal arguments and restructuring those arguments into a formal, well-articulated letter of complaint. The students will be able to employ this skill in the future as a consumer and active citizen. The students will be involved in multiple scenarios to receive and provide feedback from peers, as well as instructors, as they articulate perspective and argument. Students will be able to recognize faulty logic and translate that skill to the larger world around them.

Priority Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting Standards for unit:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.B Analyze a text in which the author’s point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted,
qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- **ISTE - KNOWLEDGE COLLECTOR.3**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - CREATIVE COMMUNICATOR.6**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE - GLOBAL COLLABORATOR.7**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>How an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the development is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the style is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the voice is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Research to answer a question or solve a problem</td>
<td>Conduct</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>The inquiry when appropriate</td>
<td>Narrow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>The inquiry when appropriate</td>
<td>Broaden</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
Multiple relevant, credible sources, print and digital

<table>
<thead>
<tr>
<th>Gather</th>
<th>Apply</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information using a standard citation system</td>
<td>Integrate</td>
<td>Apply</td>
</tr>
<tr>
<td>Audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners</td>
<td>Speak</td>
<td>Apply</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How does the author’s use of appeals affect his audience?
2. How does the audience and occasion affect the author’s stylistic choices?
3. How does avoiding and recognizing logical fallacies improve one’s writing?

**Enduring Understanding/Big Ideas:**
1. As a writer effectively uses ethos, pathos and logos, the author’s connection to the audience is enhanced and strengthened.
2. When a writer is more cognizant of a specific audience and the exact occasion of a given text, the writer can more effectively persuade the audience to his or her point of view.
3. Writers who avoid logical fallacies create stronger persuasive texts; recognizing logical fallacies in other’s texts allows readers to find weaknesses in their arguments.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Audience</td>
<td>● Diction</td>
</tr>
<tr>
<td>● Evidence</td>
<td>● Ethos</td>
</tr>
<tr>
<td>● Persuasion</td>
<td>● Logical Fallacies</td>
</tr>
<tr>
<td>● Support</td>
<td>● Logos</td>
</tr>
<tr>
<td></td>
<td>● Pathos</td>
</tr>
<tr>
<td></td>
<td>● Tone</td>
</tr>
</tbody>
</table>

Topic 1: Persuasive Essay

Engaging Experience 1
Title: Appeals Analysis
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

Supporting:
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will practice both writing and recognizing Aristotelian appeals in their own writing and mentor texts to improve persuasive measures in their own short essays. They may work collaboratively with other students when doing so. Students will recognize speaker, occasion, audience, purpose, and subject in mentor texts and their own writing.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 2
Title: Persuasive Paper
Suggested Length of Time: 4 Days
Standards Addressed

Priority:
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the
task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- 11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

**Supporting:**
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will draft and create a persuasive paper on either topic given in class (i.e. gun control, refugee crisis, current topics that are controversial, etc.) or self-generated to practice developing strong, logical arguments while persuading audience to their perspective and point of view. *(This is three of eight essays within the course).*

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Experience 1

Title: Soapbox Rant

Suggested Length of Time: 2-4 Days

Standards Addressed

Priority:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will allow themselves to get emotionally invested into a topic which affects them directly and primarily impacts them and not necessarily society at large. This emotional investment into a personal topic could be completed using digital formats, such as blogs or discussion boards to facilitate peer review and dialogue. (This is four of eight essays within the course.)

Bloom’s Levels: Evaluate

Webb’s DOK: 3
Topic 3: Letter of Complaint

Engaging Experience 1

Title: Letter of Complaint

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will learn to articulate in a formal, respectful and professional manner their complaints to a policy or rule with which they disagree. This will allow them to look at and review claims of policy, value and fact. Students will identify a claim to write a letter of complaint about, including how the student disagrees with the claim and supporting arguments. This is an authentic experience in which students are encouraged to mail their letter to their respective audience. (This is five of eight essays within the course.)

Bloom’s Levels: Apply

Webb’s DOK: 3
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Engaging scenarios within the persuasive unit are highlighted within the topics listed above. Below are the three papers written in this unit:

1. The student will be able to effectively incorporate an understanding and recognition of the appeals in a 2-4-page thesis-oriented persuasive essay.
2. The student will feel comfortable completing multiple pieces of writing concerning emotional responses to current events. The student’s writing may be self-edited, peer edited, or instructor edited prior to submission.
3. The student will write a 1-2-page letter of complaint using basic tenants of argument and effectively avoiding logical fallacies. This letter will broach a topic of the student's choice and be polished in format ready to be delivered to intended recipient.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive Essay</td>
<td>Appeals Analysis</td>
<td>Students will practice both writing and recognizing Aristotelian appeals in their own and mentor texts as to improve persuasive measures in their own short essays. Students will recognize speaker, occasion, audience, purpose, and subject in mentor texts and their own writing.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>Persuasive Paper</td>
<td>Students will draft and create a persuasive paper on either topic given in class (i.e. gun control, refugee crisis, current topics that are controversial, etc.) or self-generated to practice developing strong, logical arguments while persuading audience to their perspective and point of view. <em>(This is three of eight essays within the course)</em></td>
<td>4 Days</td>
</tr>
<tr>
<td>Soapbox Rant</td>
<td>Soapbox Rant</td>
<td>Students will allow themselves to get emotionally invested into a topic which affects them directly and primarily impacts them and not necessarily society at large. This emotional investment into a personal topic could be completed using digital formats such as blogs or discussion boards to facilitate peer review and dialogue. <em>(This is four of eight essays within the course.)</em></td>
<td>2-4 Days</td>
</tr>
<tr>
<td>Letter of Complaint</td>
<td>Letter of Complaint</td>
<td>Students will learn to articulate in a formal, respectful and professional manner their complaints to a policy or rule in which they disagree with. This will allow them to look at and review claims of policy, value and fact. Students will identify a claim to write a letter of complaint about and how the student disagrees with the claim, including supporting arguments. This is an authentic experience where students are encouraged to mail their letter to their respective audience. <em>(This is five of eight essays within the course.)</em></td>
<td>3-4 Days</td>
</tr>
</tbody>
</table>
Unit 4: Critical Thinking

Subject: Composition and Reading
Grade: 11-12
Name of Unit: Critical Thinking
Length of Unit: 2-3 Weeks

Overview of Unit: In this unit, students will focus a great deal of their efforts on creating well organized and well developed ideas. Students will recognize how bias and purpose affect the organization of a piece, and they will use these critical thinking skills to create a solution to a problem they recognize on a local, national, or global scale. Finally, students will use this knowledge of bias, purpose, and critical thinking to propose a creative solution to real or imagined scenario of their choosing.

Priority Standards for unit:
• 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:
• ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
• TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
• TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A writing process to product clear and coherent writing in which the development is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the style is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to product clear and coherent writing in which the voice is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do documentary films enhance the critical thinking process of an informed citizen?
2. How does the recognition of bias affect the author’s ability to write critically?
3. Why is imagination and creativity crucial to effective critical thinking?

**Enduring Understanding/Big Ideas:**
1. Documentary films offer students additional exposure to real life examples of critical thinking and logical reasoning. They present students with real world scenarios and allows them to work through the process of critically creating solutions while becoming better informed citizens.
2. An author is ultimately responsible for informing his audience and an awareness of bias is crucial in presenting balanced analyses of topics. The recognition of bias lets the audience understand how much weight to give a specific item or piece of evidence produced in the film.
3. A student’s ability to think creatively about a topic leads to new and improved solutions to problems. Being able to understand what has already been done and what remains to be done in creating a solution is the key to creating a new solution.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Audience</td>
<td>● Bias</td>
</tr>
<tr>
<td>● Creativity</td>
<td>● Logical fallacy</td>
</tr>
<tr>
<td>● Problem/Solution</td>
<td>● Organization</td>
</tr>
<tr>
<td>● Reflection</td>
<td></td>
</tr>
<tr>
<td>● Summary</td>
<td></td>
</tr>
</tbody>
</table>

Engaging Experience 1

Title: Introducing Argument through Documentary Film

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students will view a documentary film and work to recognize the bias of a writer/director in a visual source. They will understand how the writer/director organizes and develops ideas in an effort to inform the audience. For example, students will look at why ideas were presented in a particular manner, as well as how the writer/director layered and organized information to ultimately come to a conclusion about a particular idea.

Bloom’s Levels: Apply

Webb’s DOK: 3
Topic 2: Recognizing Bias in Media

Engaging Experience 1
Title: Bias, Problem, Solution
Suggested Length of Time: 1 Week

Standards Addressed

Priority:
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students will analyze a news story with an eye toward author bias. In this piece, students will work to differentiate the personal opinions and assumptions of others, while understanding how ideas are organized and developed to lead an audience to a particular conclusion. A common practice here might include looking at coverage of a news event from two separate news outlets on different ends of the political/ideological spectrum.

Bloom’s Levels: Apply
Webb’s DOK: 3
Topic 3: Creative Solutions

Engaging Experience 1

Title: Problem/Solution

Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: In this writing, students are asked to think of an issue on a local, national, or global scale and provide a creative and imaginative solution to this problem. In this paper, students focus on developing thoughtful/imaginative solutions to a problem and presenting them in an organized and methodical manner that demonstrates their critical analysis of issues as well as currently known solutions. This presentation could be done in an individual or group format but should include a written component.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Engaging scenarios within the critical thinking unit are highlighted within the topics listed above. Below are the three papers written in this unit:

1. Students will be able write effective essays that demonstrate an understanding of subject, occasion, and audience as they are used in documentary film.
2. Students will be able to respond to documentary bias and counter with their own research to argue an opposing point of view.
3. Students will be able to create an imaginative and creative solution to a real or imagined problem on a local, national, or global scale in the form of an essay.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentary as Argument</td>
<td>Introducing Argument through Documentary Film</td>
<td>Students will view a documentary film and work to recognize the bias of a writer/director in a visual source. They will understand how the writer/director organizes and develops ideas in an effort to inform the audience. For example, students will look at why ideas were presented in a particular manner as well as how the writer/director layered and organized information to ultimately come to a conclusion about a particular idea.</td>
<td>3-4 Days</td>
</tr>
<tr>
<td>Recognizing Bias in Media</td>
<td>Bias, Problem, Solution</td>
<td>Students will analyze a news story with an eye toward author bias. In this piece students will work to differentiate the personal opinions and assumptions of others while understanding how ideas are organized and developed to lead an audience to a particular conclusion. A common practice here might include looking at coverage of a news event from two separate news outlets on different ends of the political/ideological spectrum.</td>
<td>1 Week</td>
</tr>
<tr>
<td>Creative Solutions</td>
<td>Problem/Solution</td>
<td>In this writing, students are asked to think of an issue on a local, national, or global scale and provide a creative and imaginative solution to this problem. In this paper, students focus on developing thoughtful/imaginative solutions to a problem and presenting them in an organized and methodical manner that demonstrates their critical analysis of issues as well as currently known solutions. This presentation could be done in an individual or group format but should include a written component.</td>
<td>1-2 Weeks</td>
</tr>
</tbody>
</table>
Unit 5: Literature

Subject: Composition and Reading
Grade: 11-12
Name of Unit: Literature
Length of Unit: 3-4 Weeks

Overview of Unit: This unit will focus on various types of fiction to engage the student as a lifelong reader and critic of literature. The unit provides experiences in which the student will respond to types of fiction in both written and discussion-based formats. This unit also provides the students with the activities to differentiate between summary/synopsis and the analysis of fiction. These activities will allow opportunities for the student to practice the lifelong skill of distinguishing between fact and opinion.

Priority Standards for unit:
- 11-12.RL.2.A Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.D Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.C Evaluate how an author’s work reflects his or her historical/cultural perspective.

Supporting Standards for unit:
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.2.C Evaluate how the author’s word choices and use of syntax contribute to a text’s overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.A Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
● ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>How an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and aesthetic impact</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>A case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>The impact of the author’s choices regarding how to develop and relate elements of a text</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>How an author’s work reflects his or her historical/cultural perspective</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why is it important for students to study shorter as well as larger pieces of fiction?
2. Why is it important for students to study classical fiction such as Shakespeare?
3. Why is it important for students to respond to and reflect upon larger pieces/classical fiction?

**Enduring Understanding/Big Ideas:**
1. Fiction provides students as lifelong learners viewpoints from many perspectives;
2. Viewpoints of which cannot be gleaned through students’ first-hand experience but are thematically applicable to their daily lives.
3. Reading Shakespeare is important to the modern student to provide complexity, rigor and a deeper understanding of the human condition in preparation for college academic
success. A student’s ability to respond and reflect on a piece of fiction demonstrates their understanding of the larger concepts and themes showcased in the analyzed fiction.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis</td>
<td>• Allusion</td>
</tr>
<tr>
<td>• Summary</td>
<td>• Characters</td>
</tr>
<tr>
<td></td>
<td>• External Conflict</td>
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<tr>
<td></td>
<td>• Internal Conflict</td>
</tr>
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<td></td>
<td>• Irony</td>
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<td></td>
<td>• Point of View</td>
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<td>• Setting</td>
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<td></td>
<td>• Symbol</td>
</tr>
<tr>
<td></td>
<td>• Theme</td>
</tr>
</tbody>
</table>

Topic 1: Literature Analysis

The following two experiences are meant to highlight two options for literary analysis. Teachers may use both experiences to analyze the basic tenets of literary analysis; however, students will write one of their eight papers over either short or long fiction. See Engaging Scenario for details.

Engaging Experience 1a
Title: Short Fiction Analysis
Suggested Length of Time: 1-2 Weeks
Standards Addressed

Priority:
- 11-12.RL.2.A Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.D Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.

Supporting:
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.2.C Evaluate how the author’s word choices and use of syntax contribute to a text’s overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.A Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** The student will read various short fiction and analyze classic and modern forms. The student will be able to identify and analyze literary elements such as theme, symbolism, irony, conflict, etc., in fiction as well as analyze in written form. This may include short, informal responses as well as longer more formal written responses. Students will participate in daily topical discussions/daily response writing concerning the literature and the reader response to assigned fiction essays.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4

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**Engaging Experience 1b**

**Title:** Novel Analysis

**Suggested Length of Time:** 2-3 Weeks

**Standards Addressed**

**Priority:**

- 11-12.RL.2.A Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.D Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.

**Supporting:**

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.2.C Evaluate how the author’s word choices and use of syntax contribute to a text’s overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.A Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** The student will read one large piece of fiction and analyze larger literary elements in classic and or modern fiction. The student will be able to identify and analyze literary elements such as theme, symbol, irony, conflict, etc., throughout a large, ongoing piece of fiction as well as analyze fiction in written form. This may include short, informal responses as well as longer more formal written responses. Students will participate in daily topical discussions/daily response writing concerning the literature and the reader response to assigned chapters.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4
Engaging Experience 1

Title: Synopsis/Summary

Suggested Length of Time: 1-3 Days

Standards Addressed

Priority:
- 11-12.RL.2.D Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.C Evaluate how an author’s work reflects his or her historical/cultural perspective.

Supporting:
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

Detailed Description/Instructions: Students will be able to identify basic structure of fiction and summarize plot and all basic parts of the plot diagram. Students will be able to summarize all important events concerning exposition, rising action, climax, falling action and resolution. The student will be able to effectively summarize or provide synopsis without adding opinion and/or personal perspective.

Bloom’s Levels: Evaluate

Webb’s DOK: 3
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Teachers shall give direction or offer student choice in the following two options (*This is six of eight essays within the course.*):

1. Students will write an effective, concise summary of a passage or larger piece of fiction. This summary could be over a shorter piece of fiction such as a short story or a chapter of a novel (suggested length 1 page), or could be an entire longer work of fiction (suggested length 3-5 pages).

2. Students will write an effective analysis of a piece of larger and/or classical fiction focusing on a major literary component. This written work could focus on the analysis of one literary element or several concerning the intent of author, purpose of fiction or effect on reader.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Analysis</td>
<td>Short Fiction Analysis</td>
<td>The student will read various short fiction and analyze classic and modern forms. The student will be able to identify and analyze literary elements such as theme, symbol, irony, conflict, etc., in fiction as well as analyze in written form. This may include short, informal responses as well as longer more formal written responses. Students will participate in daily topical discussions/daily response writing concerning the literature and the reader response to assigned fiction essays.</td>
<td>1-2 Weeks</td>
</tr>
<tr>
<td>Literature Analysis</td>
<td>Novel Analysis</td>
<td>The student will read one large piece of fiction and analyze larger literary elements in classic and or modern fiction. The student will be able to identify and analyze literary elements such as theme, symbol, irony, conflict, etc., throughout a large, ongoing piece of fiction as well as analyze fiction in written form. This may include short, informal responses as well as longer more formal written responses. Students will participate in daily topical discussions/daily response writing concerning the literature and the reader response to assigned chapters.</td>
<td>2-3 Weeks</td>
</tr>
<tr>
<td>Synopsis/Summary</td>
<td>Synopsis/Summary</td>
<td>Students will be able to identify basic structure of fiction and summarize plot and all basic parts of the plot diagram. Students will be able to summarize all important events concerning exposition, rising action, climax, falling action and resolution. The student will be able to effectively summarize or provide synopsis without adding opinion and/or personal perspective.</td>
<td>1-3 Days</td>
</tr>
</tbody>
</table>
Unit 6: Research

Subject: Composition and Reading
Grade: 11-12
Name of Unit: Research
Length of Unit: 3-4 Weeks
Overview of Unit: Before this unit, students are expected to have demonstrated skill in several modes of discourse such as narration, description, exposition and argumentation. In this unit, students will begin to mix these methods to create well-reasoned and well-argued research projects which should include the creation of a written product. Students will write smaller papers (position papers) where they synthesize researched materials to lead to a reasoned conclusion. Students will also create a more formal research paper that may be up to 8 pages in length and demonstrates a clear understanding of documentation and synthesis toward a goal of proving a thesis. Students will learn the basic strategies of MLA format and learn to employ MLA to enrich and support their research. Additionally, students will learn how to create an annotated bibliography and discern merit of different sources for the same topic and argument.

Priority Standards for unit:
• 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
• 11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system; Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
• 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting Standards for unit:
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A writing process to produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to produce clear and coherent writing in which the style is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A writing process to produce clear and coherent writing in which the voice is appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Research to answer a question or solve a problem</td>
<td>Conduct</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>The inquiry when appropriate</td>
<td>Narrow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>The inquiry when appropriate</td>
<td>Broaden</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Multiple relevant, credible sources, print and digital</td>
<td>Gather</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Information using a standard citation system</td>
<td>Integrate</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Relevant information from multiple authoritative print and</td>
<td>Gather</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why is it important for students to research controversial topics?
2. Why do students need to learn how to effectively cite the work from other sources?
3. Why is it important for students to be able to create an effective thesis?
4. Why do students need to evaluate source material for their research papers?

Enduring Understanding/Big Ideas:
1. Students should be able to research controversial topics because it makes them more aware of what is happening in their world and makes them a more conscious consumer of information.
2. Students need to understand citation because the audience needs to understand what ideas belong to the author and what ideas the author has taken from other sources.
3. Students need to be able to create an effective thesis because it represents their ability to see their entire argument boiled down to one simple sentence they will attempt to prove through their paper.
4. Students need to recognize that not all sources are similar in value. They need to establish source credibility and recognize bias as it appears in different publications and they need to be aware of how that bias and credibility affects the source they are investigating.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct quote</td>
<td>End Citations</td>
</tr>
<tr>
<td>Evidence</td>
<td>MLA Documentation</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Parenthetical Citation</td>
</tr>
<tr>
<td>Research</td>
<td>Source Validity</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
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<tr>
<td>Support</td>
<td></td>
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<tr>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

### Resources for Vocabulary Development:

**Engaging Experience 1**

**Title:** Position Paper

**Suggested Length of Time:** 7-10 Days

**Standards Addressed**

**Priority:**

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- 11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system; Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

**Supporting:**

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students are asked to take a position on a particular issue and defend that position. This position is created through research (which may be given by the teacher or found by the student) and using those sources to support a thesis. This paper is typically shorter than a full research paper and will not have as many sources as a full research effort might yield. *(This is seven of eight essays within the course.)*

**Bloom’s Levels:** Apply; **Webb’s DOK:** 4
Topic 2: Research Project

**Engaging Experience 1**

**Title:** Research Project

**Suggested Length of Time:** 2-3 Weeks

**Standards Addressed**

*Priority:*

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- 11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system; Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** This is the culminating activity in the research unit. Students will create a research paper that demonstrates their ability to create a thesis, locate source material to support that thesis, organize ideas in a manner that supports their thesis, and cite that source material. This paper may be up to 8 pages in length. *(This is eight of eight essays within the course.)*

**Bloom’s Levels:** Apply; **Webb’s DOK:** 4
**Engaging Experience 1**

**Title:** Annotated Bibliography

**Suggested Length of Time:** 3-4 Days

**Standards Addressed**

**Priority:**

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**Supporting:**

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** The student will gather research concerning a given topic, either assigned or chosen, and create an annotated bibliography concerning the topic. Not only will extensive research be completed on topic, but research will then be analyzed and synthesized as to merit, authenticity and reliability concerning the given subject. The annotated bibliography assignment can vary in length and may or may not be included in the research project.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

These are the final products of the Unit and referenced above within the Topics, respectively:

1. Students will write a 2-3-page concise position paper on a current controversial topic.
2. Students will write an 8-10 page, large scale research paper effectively managing multiple sources and citing those sources using MLA documentation.
3. Students will write a 2-6-page summary of source material as it pertains to effective argument with regard to the validity of sources. This summary could include an annotated bibliography or similar assignment where differing sources are compared or analyzed concerning merit and authority.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Paper</td>
<td>Position Paper</td>
<td>Students are asked to take a position on a particular issue and defend that position. This position is created through research (which may be given by the teacher or found by the student) and using those sources to support a thesis. This paper is typically shorter than a full research paper and will not have as many sources as a full research effort might yield.</td>
<td>7-10 Days</td>
</tr>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>This is the culminating activity in the research unit. Students will create a research paper that demonstrates their ability to create a thesis, locate source material to support that thesis, organize ideas in a manner that supports their thesis, and cite that source material. This paper may be up to 8 pages in length.</td>
<td>2-3 Weeks</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Annotated Bibliography</td>
<td>The student will gather research and concerning a given topic, either assigned or chosen, and create an annotated bibliography concerning the topic. Not only will extensive research be completed on topic, but research will then be analyzed and synthesized as to merit, authenticity and reliability concerning the given subject. The annotated bibliography assignment can vary in length and may or may not be included in the research project.</td>
<td>3-4 Days</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.