

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



AP Capstone

Length of Course:	Term
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 11
Credit Value:	10 Credits
Date Approved:	August 24, 2020

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Course Summary

A team of teachers from both Edison High School and John P. Stevens High School, after attending a rigorous week-long training from College Board, prepared and developed the curriculum outline for AP Seminar, a part of AP Capstone. AP Capstone is built on the foundation of two year-long AP courses: AP Seminar (grade 11) and AP Research (grade 12). Teachers designed the units to complement and enhance the in-depth, discipline-specific study of Seminar.

This course will develop students' skills in writing, communication, research, analysis, evidence-based arguments, collaboration and presentation. These core academic skills are necessary for college, career and life readiness.

The units of the study focus on "bigger ideas" that expose students to a myriad of topics, before students hone in on an area of interest by the end of the course.

AP Capstone focuses on the QUEST:

Big Idea 1: Question and Explore

Big Idea 2: Understand and Analyze

Big Idea 3: Evaluate Multiple Perspectives

Big Idea 4: Synthesize Ideas

Big Idea 5: Team, Transform, and Transmit

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Students who earn a 3 or higher on the AP Seminar exam are eligible to take AP Research as seniors. AP Seminar is a prerequisite for AP Research.

Development of pacing guide, units of study, syllabus and framework were completed by:

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Completed under the supervision of the High School English department supervisor, Harriet Sideris.

A copy of this resource guide will be made available for review and distribution to English faculty in digital formats.

AP Seminar Syllabus - Edison Public Schools

Welcome to AP Seminar! This is perhaps the most important class you will take in high school. Why? It teaches you how to do research and write academic papers at the university level. If you master these skills in high school and choose to pursue higher education in English, you will be ready to write the research papers your university professors demand of you—and you will be able to write them well!

School Year: 2020-2021

Big Ideas (QUEST)

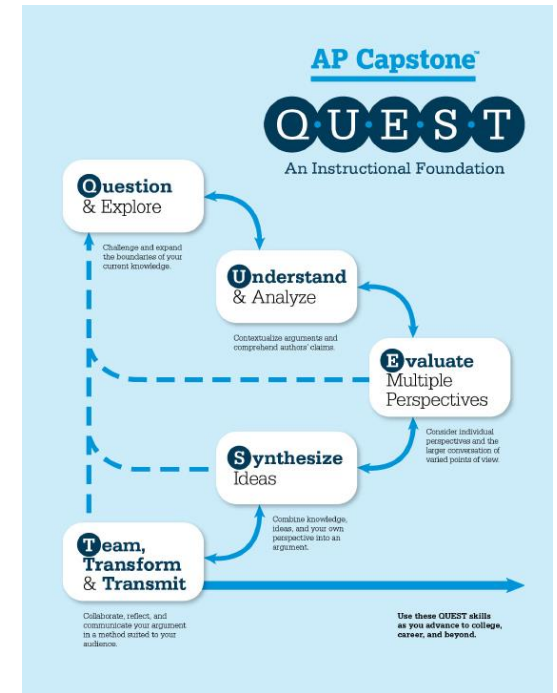
Big Idea 1: Question and Explore

Big Idea 2: Understand and Analyze

Big Idea 3: Evaluate Multiple Perspectives

Big Idea 4: Synthesize Ideas

Big Idea 5: Team, Transform, and Transmit



Curricular Requirements

- CR1 Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR3 Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.
- CR4a Students develop an understanding of ethical research practices.
- CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- CR5 Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
- CR6 Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.
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Instructional Resources

To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources will be incorporated.

Instruction and readings will come from the following texts:

- *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* - Jay Heinrichs
 - *The St. Martin's Handbook* - Andrea A. Lunsford
 - *From Inquiry to Academic Writing - A Text and Reader* - 4th edition. Stuart Greene & April Lidinsky
 - *A World of Ideas - Essential Readings for College Writers* - Lee A. Jacobus
 - *The Bedford Researcher* - Mike Palmquist
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Evaluation and Grading

Daily Work Expectations

Grades will be based on the percentage of total points earned on in-class writings, homework assignments, and reflections.

Google Classroom

Stream

- Asking/ posting questions to each other to answer questions about directions, expectations, or deadlines.
- Check the stream for updates and assignments.
- Login to classroom on any day you have a substitute for your classwork.

Submission

- All assignments must be submitted through our classroom posts unless otherwise instructed.
- Assignments are due by the beginning of class, not the end of the day, unless otherwise instructed.
- Any late/ absent assignments require a private comment upon submission that explains the reason for lateness or the days absent.
- Last edit means nothing. You do not get credit for assignments not submitted even if the document was last edited before the due date. Consider this completing your homework and leaving it at home.
- FOR TEAM ASSIGNMENTS, you must work on the same document. You must also submit the document that the team worked on. *You cannot make a copy of that document and submit it.* I will be using the revision history to grade the assignment.
- On team assignments, you all need to have your names in MLA format at the top of the page.

Assignments

- The title of the assignment and your name should be in the name of any doc that is submitted.
- When opening a Word doc, you must open it rather than viewing it or copying it from the Quickview.

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- All assignments must be submitted as a Google Doc /sheet /slide so that feedback can be provided.
- All essays must have both a physical and electronic copy submitted by the posted due date.
- Original docs must include an MLA header on the top left.
- If a group assignment is given, one group member will submit and the other group member(s) “mark as done” as an indication of their agreement on the final product.

Sharing

>>*Any deviation from these rules is considered cheating*<<

- All assignments are individual unless specifically instructed otherwise.
- Working in groups is for verbally collaboration only, you are still independently responsible for completing assignments unless otherwise instructed.
- You may not share a Google Doc assignment without permission. Nor are you allowed to “make a copy” of other people’s assignments.
- You may not share class notes or “make a copy” of notes without permission.
- At no time should you share something with me unless you have permission. No assignment will be accepted in this format.

Etiquette

- You may not erase another student’s work without his/her/their permission.
- You should avoid highlighting the entire doc while others are working.
- You may not use unnecessarily large or illegible font

Productive Collaboration and Development

Google Classroom

Students will be invited to join Google Classroom on the first day of school. Students are responsible to join and manage the assigned work. They are required to check daily for announcements and assignments. This is also a class resource where important documents will be stored as references throughout the school year.

Evaluation will be based on participation (comments, ideas, and questions) which helps to enhance and/or advance our overall collective understanding through critical discussion and listening. These grades will be titled Participation and Collaboration Development (PCD) and will be recorded based on the teacher’s observations and notes.

A - Highly Effective Participant

Near-perfect attendance; insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.

B - Consistent Participant

Good attendance; thoughtful questions and comments; clearly does the reading.

C - Occasional Participant

Regular attendance; sporadic involvement in discussions, often based on personal opinion rather than analysis of class material.

D - Observer

Regular attendance; does not get involved in class discussions.

F - Occasional Observer

Sporadic attendance; no participation in class.

Assessments

Class Assessment Policy: This course will be evaluated on a percentage system. The breakdown of your 100 percent average is as follows:

- 10% homework, class work
- 10% Quarterly Assessment
- 35% quizzes, smaller writing tasks
- 45% tests, projects and major writing assignments

*Not everything that you complete will be graded. However, you are expected to complete everything as if it is being graded. These assignments are being given to you in order to better comprehend the material and be prepared for assessments. I will not tell you ahead of time whether the assignment will be graded or not, so you should always treat it as if it is being graded. Also, if something is not finished in class, you are expected to finish it for HW.

Lates:

Essays/Out of class writing - 10% each day it's late

CW/HW- 10% each day it's late -- up to 2 weeks (class days)

There will be several essays throughout the year. **All essays written outside of class need to be typed and abide by MLA format.** If formatting is not accurate the assignment will be returned to the student to correct. It will receive a late grade upon resubmission.

Plagiarism

<p>College Board</p>	<p>AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:</p> <p>“Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s</p>
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	<p>individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.</p> <p>A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.</p> <p>A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.”</p> <p>[CR4b] — Students develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.</p>
<p>Edison Township</p>	<p>Plagiarism is very serious and will not be taken lightly. It is against school policy and considered intellectual theft. You must always credit your sources. If you do not cite, you are committing plagiarism. Our district uses TurnItIn which will evaluate your work and identify any moments of plagiarism. If you meet a certain percentage, you will need to meet with your teacher to discuss your work. If you have plagiarized, you will receive a zero for any assignment that fails to give credit to all its sources.</p>



Course Outline

CR 1 CR 2 a-h CR 3	Unit 1 - Beliefs and Environment					
	Week	Skill Focus	Essential Question	Learning Objectives	Essential Knowledge	Lessons/Activities
Big Idea 1: Question and Explore	1 <i>Course Overview</i>	Understanding the requirements of the course and plagiarism policy	- What are the course expectations? - What is plagiarism and how can I avoid it? - Who are my classmates?	LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style. LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.	EK 4.3A2: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately. EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.	-Community Building Exercises -Plagiarism Lesson
	2 <i>Close reading and Annotations (Thematic Introduction)</i>	-Annotating a text -Applying the Three-Step Close Reading Procedure -Identifying Signposts -Developing Questions	What strategies will help me comprehend a text? What do I want to know, learn, or understand?	LO 2.1A Employing appropriate reading strategies and reading critically for a specific purpose	EK2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of evidence, and evidence used. EK2.1A2: Strategies active readers use to preview and prioritize a written text including skimming, scanning, rereading, and questioning EK2.1A3: Strategies active readers use to make meaning from texts including annotating, notetaking, highlighting, and reading aloud. EK2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. Perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.	- Summer Reading -Three-Step Close Reading Lesson-Visual -Notice and Note reading nonfiction signposts lesson -Annotating Anchor Text Scavenger Hunt
	3 <i>Context and Interpretation</i>	-Applying Lenses -Identifying stakeholders -Generating Varying Perspectives	How does the context of a problem or issue affect how it is interpreted or presented? How might others see the problem or issue differently?	LO 1.1A Contextualizing and identifying the complexities of a problem or issue LO 1.2A Retrieving, questioning, organizing, and using prior knowledge about a topic LO 1.3A Accessing and managing information using effective strategies	EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue with its origin within that scope, and situating the problem or issue in a larger context EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions). EK 1.2A2: A variety of strategies (e.g. brainstorming, concept mapping, prewriting exploration of space, drafting) can be used to illustrate, organize, and connect ideas. EK 1.2A3: Inquiry confirms or challenges one's existing understanding, assumptions, beliefs, and/or knowledge. EK 1.3A1: Information may be used to address a problem that may come from various secondary sources (e.g. articles, other students, analyses, reports) and/or primary sources (e.g.,	-Annotating Anchor Text 2 (HW) -Lenses Graphic Organizer -Identifying Stakeholders Jigsaw/ Dinner Party Activity -Generating Themes and connections activity - EOC A

					original texts and works personally collected data such as from experiments, surveys, questionnaires, interviews)	
Big Idea 2: Understand and Analyze Arguments	4 <i>Understanding Arguments & Identifying Elements of an Argument</i>	-Identifying Argument Structures ~thesis, ~claims ~evidence ~line of reasoning -Differentiating Between Inductive and Deductive Reasoning -Including counterarguments	What is the argument's main idea and what reasoning does the author use to develop it? What patterns or trends can be identified among the arguments about this issue?	LO 2.1B: Summarizing and explaining a text's main idea or aim, while avoiding generalizations and faulty simplification LO 2.2 A: Explaining and analyzing the logic and line of reasoning of an argument LO 2.2C: Evaluating the validity of an argument. LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.	EK2.1B1: The main idea of an argument is often stated in the thesis statement, claim, or conclusion, or is implied in the work. EK 2.2A1: Author's use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence. EK2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution). EK2.2A3: Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon. EK2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalizations. EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal). EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion. EK 2.3A1: The implications and consequences of arguments may be intended or unintended.	- <i>They Say, I Say</i> identifying arguments -Annotating Anchor Text Three using <i>They Say, I Say</i> organizer -Putting it back together: Argument reorganization activity -Annotating the fourth anchor text
	5 <i>Argument's Validity & Evaluating Evidence and Sources</i>	-Understanding Bias, Relevance, and Credibility -Evaluating Sources -Tiering evidence credibility	Why might the author view the issue this way? What biases may the author have that influence his or her perspective? How do I know if a source is trustworthy?	LO 2.2B Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration	EK2.2B1: An arguments' context (time and purpose) and situation (relation to the other related arguments) inform its interpretation. EK2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK2.2B3: Authors strategically include evidence to support their claims EK2.2B5: Evidence may be used to identify and explain relationships (comparative, casual, or correlational) and/or patterns and trends EK2.2B6: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.	-Tiered Evidence Sorting Activity (p. 46-47) -Caufield's three strategies for evaluating evidence Scavenger Hunt -Annotating the fifth anchor text
	6 <i>Putting it all together</i>	-Understanding Logical Fallacies -Compose coherent writing	-How might the logic be flawed? -How do all the elements discussed over the past weeks work together to make an argument?	LO 2.2B Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation	EK2.2B4: Writes appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g. language, authority, qualifiers, fallacies, emphasis) EK 4.3A3: Source material should be introduced, integrated, or embedded into the text of an argument	-Logical Fallacy Jeopardy -Finding Logical Fallacies Jigsaw - Definition of Argument Essay

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				style.		
	Assessments	EOC A (Synthesis): End of Week 3 EOC B (mini): End of Week 5 Definition of Argument Essay				

CR 1 CR 2 a-h CR 3 CR 4 CR 5	Unit 2 - Wealth and Poverty					
	Week	Skill Focus	Essential Question	Learning Objectives	Essential Knowledge	Lessons/Activities
<p>Big Idea 1: Question and Explore</p> <p>Big Idea 2: Understand and Analyze Arguments</p> <p>Big Idea 3: Evaluate Multiple Perspectives</p>	<p>7</p> <p><i>How to Research multiple perspectives and evaluating credible sources</i></p>	<ul style="list-style-type: none"> - Comparing perspectives - Acknowledging alternative perspectives - Building on the inquiry process - Evaluating the strengths and weaknesses of an argument - Evaluating credibility of arguments - Citations 	<p>How do I interpret and analyze information through various lenses?</p> <p>What keywords should I use to search for information about this topic?</p> <p>What makes a source credible?</p>	<p>LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.</p> <p>LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.</p> <p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.</p> <p>LO 1.3A: Identifying, comparing and interpreting multiple perspectives on or arguments about an issue.</p> <p>LO 1.4 A: Evaluating the relevance and credibility of the source of information and data in relation to inquiry</p> <p>LO 1.5A: Identifying the information needed for the context of the inquiry.</p> <p>LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose</p> <p>LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.</p>	<p>EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue with its origin within that scope, and situating the problem or issue in a larger context</p> <p>EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues</p> <p>EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions).</p> <p>EK 1.2A3: Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge</p> <p>EK1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources</p> <p>EK1.3A3: Advanced search tools, Boolean logic, and key words allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g. date, peer-review status, type of publication)</p> <p>EK 1.4A1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions</p> <p>EK 1.4A2: Credibility of evidence depends on the use of sources and data that are relevant and reliable (current, authoritative).</p> <p>EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.</p> <p>EK 1.5A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.</p> <p>EK 2.1A2: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.</p> <p>EK 2.1A4: Perspectives are shared through written, spoken, visua, or performative texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.</p> <p>EK 4.3A1: Accurate and ethical attribution enhances one's credibility</p>	<ul style="list-style-type: none"> -Media Specialist Lesson -Caulfield Lesson - Visual Photo - What are the issues in this picture? - Video - Who are the stakeholders? Who would this affect? - Euthanasia assignment - Lenses

				<p>EK 4.3A4: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one's own words. EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).</p>	
<p>8 <i>Evaluating Evidence and Research Strategically</i></p>	<ul style="list-style-type: none"> - Realizing issues are complex - Recognize multiple perspectives - Constructing and supporting an argument (line of reasoning) - Developing a strong line of reasoning. 	<p>How can I explain contradictions within or between arguments?</p> <p>What patterns or trends can be identified among the arguments about the issue?</p> <p>How can I construct an argument with strong lines of reasoning?</p>	<p>LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives</p> <p>LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.</p> <p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on arguments about an issue</p> <p>LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.</p> <p>LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.</p>	<p>EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue. EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues EK 2.1B2: Artistic works (e.g., painting, film, music, and dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic, is critical to understanding its claims. EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence. EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution). EK3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources. EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgment EK 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.</p>	<ul style="list-style-type: none"> - Caulfield Lesson - Annotated Bibliography - Powerpoint Karaoke - Photo Challenge: thesis; choose photos for evidence; choose with photos don't belong; explain choices
<p>9 Mastering the EOC</p>	<p>-Review and Assessment of Skills.</p>	<p>What is the argument's main idea and what reasoning does the author use to develop it?</p>	<p>LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.</p> <p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on</p>	<p>Reflecting back on all previous EK's relating to EOC A and B. EK 2.1B2: Artistic works (e.g., painting, film, music, and dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic, is critical to understanding its claims. EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence. EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution). EK3.1A1: An individual's perspective is influenced by his or</p>	<p>- Practice EOC</p>

				<p>arguments about an issue</p> <p>LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.</p> <p>LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.</p>	<p>her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources.</p> <p>EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgment</p> <p>EK 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.</p>	
<p>Big Idea 4: Synthesize</p>	<p>10 <i>Synthesizing Information and Narrowing Your Focus</i></p>	<ul style="list-style-type: none"> - Stating a perspective/making a claim/developing a thesis -Understanding implications and consequences of argument (impact) -Coming to new understandings -Examining and evaluating alternatives to solve a problem -Understanding real-world impact of proposed solutions -Synthesis 	<p>How do I connect and analyze the evidence in order to develop an argument and support a conclusion?</p> <p>How can I construct an argument with strong lines of reasoning with various lenses?</p>	<p>LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration</p> <p>LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g. primary, secondary, print, nonprint) to develop and support an argument.</p> <p>LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.</p> <p>LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings</p> <p>LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.</p>	<p>EK 4.1A1: Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.</p> <p>EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.</p> <p>EK 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.</p> <p>EK 4.1A7: A line of reasoning is organized based on the argument's purpose (e.g. to show causality, to evaluate, to define, to propose a solution).</p> <p>EK 4.1A8: Claims and supporting evidence are arranged (e.g. spatially, chronologically, order of importance) to convey reasoning and relationship (e.g. comparative, causal, correlational).</p> <p>EK 4.2A1: Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts or data gathered in the field (e.g. interviews, questionnaires, observations).</p> <p>EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion.</p> <p>EK 4.2A3: Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to seat a mood; to provide an example; to amplify or qualify a point.</p> <p>EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own arguments.</p> <p>EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g. comparative, casual, correlational).</p> <p>EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA.)</p> <p>EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of</p>	<ul style="list-style-type: none"> - Sample review (1200 Words) - Rubric review - Synthesis Dinner Party (focusing on use of sources, not stakeholders)

					<p>content, imagine and explore alternatives, and engage in reflective skepticism. EK 5.1 B2: Effective sentences create variety, emphasis, and interest, through structure, agreement of elements, placement of modifiers, and consistency of tense. EK 5.1 B3: Precision in word choice reduces confusion, wordiness, and redundancy. EK 5.1 B4: Spelling and grammar errors detract from credibility.</p>	
<p>Big Idea 5: Team, Transform, Transmit</p>	<p>11 <i>Using Media to enhance your Argument and make engaging presentations with teams</i></p>	<p>- Slides Critique - Making engaging presentations - Revising and creating an argument for a specific audience with a team</p>	<p>How do I adapt my argument for different audiences and situations? What is the best medium or genre through which to engage my audience? How might I adapt my argument for different audiences and situations? How might my communication choices affect my credibility with my audience? What contributions can I offer to a team?</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration. LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics LO 5.1C: Communicating information through appropriate media using effective techniques of design. LO 5.1D: Adapting an argument for context, purpose and/or audience LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.</p>	<p>EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization) EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; -Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; - Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery. EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding. EK 5.1.C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation EK 5.1C3: Effective communication requires choosing appropriate media (e.g.. Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience. EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium and purpose. EK 5.1E1 Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience. EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance. EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural</p>	<p>- Group practice, peer review, critique, revision - Note: Presentations can begin this week if time permits - Share/review of a sample video presentation & scoring/discussion - Oral Defense questions: assignment, group practice</p>

					<p>perspectives, talents, and skills. EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation. EK 5.2B4: Effective teams consider the use of online collaborative tools</p>	
<p>Big Idea 5: Team, Transform, Transmit</p>	<p>12 <i>Using Media to enhance your Argument and make engaging presentations with teams</i></p>	<p>- Slides Critique -Making engaging presentations -Revising and crating an argument for a specific audience with a team</p>	<p>How can we present an effective argument through utilizing media? How can we demonstrate mastery of presentation skills in teams? What is the benefit of revision?</p>	<p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration. LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal. LO 5.3A: REflecting on and revising their own writing, thinking, and creative processes LO 5.3B: Reflecting on experiences of collaborative effort</p>	<p>EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; - Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; - Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited EK 5.1E1 Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience. EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective. EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation. EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting. EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.</p>	<p>- Presentations</p>
	<p>Assessments</p>	<p>EOC A/B Quarterly Exam (Week 9) IRR (mock) (end of Week 10) TMP (mock) (end of Week 12)</p>				

CR 1 CR 2 a-h CR 3 CR 4 CR 6	Unit 3 : Change					
	Week	Skill Focus	Essential Question	Learning Objectives	Essential Knowledge	Lessons/Activities
<p>Big Idea 2: Understand and Analyze</p> <p>Big Idea 3: Evaluate Multiple Perspectives</p>	<p>13</p> <p><i>Introduction to Stimulus Materials; Close Reading</i></p>	<p><i>Analyzing Stimulus Materials</i></p>	<p>How can I make thematic connections among different texts?</p> <p>How can I connect these perspectives?</p> <p>What other issues, questions or topics do these texts relate to?</p>	<p>LO 1.1B: Posing questions and seeing out answers that reflect multiple, divergent, or contradictory perspectives</p> <p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic</p> <p>LO 1.3A: Accessing and managing information using effective strategies</p> <p>LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose</p> <p>LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.</p> <p>LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue</p> <p>LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.</p>	<p>EK1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.</p> <p>EK 1.2A2: A variety of strategies (e.g. brainstorming, concept mapping, prewriting exploration of space, drafting) can be used to illustrate, organize, and connect ideas.</p> <p>EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analysis, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as form experiments, surveys, questionnaires, interviews, observations, personal narratives).</p> <p>EK2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of evidence, and evidence used.</p> <p>EK2.1A2: Strategies active readers use to preview and prioritize a written text including skimming, scanning, rereading, and questioning</p> <p>EK2.1A3: Strategies active readers use to make meaning from texts including annotating, notetaking, highlighting, and reading aloud.</p> <p>EK2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. Perspective includes the writer's attitude/ tone regarding the subject and is expressed through an argument.</p> <p>EK 2.3A1: The implications and consequences of arguments may be intended or unintended.</p> <p>EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external solutions.</p> <p>EK 3.1A2: Perspectives are not always oppositional; they may be concurring, complementary, or competing.</p> <p>EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.</p> <p>EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgement.</p>	<ul style="list-style-type: none"> - Analyzing prior Stimulus packet - Socratic Seminar discussions on materials - Perspectives and Themes Poster Paper Activity <p>*Reference page 389 in the workbook for the activity, part 1 and part 2</p> <ul style="list-style-type: none"> - Few texts at a time instead of all at once
<p>Big Idea 1: Questions</p>	<p>14</p> <p><i>Independent Research and Writing</i></p>	<p>- Identifying the complexities of a problem</p> <p>- Retrieving,</p>	<p>How does my research question shape how I go about</p>	<p>LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.</p>	<p>EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue with its origin within that scope, and</p>	<ul style="list-style-type: none"> - 500/800 Words Due - Peer Review Activity - Student Teacher

<p>and Explore</p> <p>Big Idea 4: Synthesize</p>	<p><i>for Individual Writing Argument</i></p>	<p>Questioning, Organizing and using prior knowledge about a topic.</p>	<p>trying to answer it?</p> <p>What keywords should I use to search for information about this topic?</p>	<p>LO 1.1B: Posing questions and seeing out answers that reflect multiple, divergent, or contradictory perspectives</p> <p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic</p> <p>LO 1.3A: Accessing and managing information using effective strategies</p> <p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.</p>	<p>situating the problem or issue in a larger context</p> <p>EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues</p> <p>EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions).</p> <p>EK 1.2A2: A variety of strategies (e.g. brainstorming, concept mapping, prewriting exploration of space, drafting) can be used to illustrate, organize, and connect ideas.</p> <p>EK 1.2A3: Inquiry confirms or challenges one's existing understanding, assumptions, beliefs, and/or knowledge.</p> <p>EK 1.3A1: Information may be used to address a problem that may come from various secondary sources (e.g. articles, other students, analyses, reports) and/or primary sources (e.g., original texts and works personally collected data such as from experiments, surveys, questionnaires, interviews)</p> <p>EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.</p> <p>EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g. to show causality, to define, to propose a solution).</p> <p>EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization)</p> <p>EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal.)</p> <p>EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps.)</p>	<p>Conferences</p>
	<p>15</p> <p><i>Independent Research and Writing for Individual Writing Argument</i></p>		<p>How can I best appeal and engage my audience?</p> <p>How does this conclusion impact me and my community? Or my research?</p> <p>What is the benefit of revision?</p>	<p>LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.</p> <p>LO 1.1B: Posing questions and seeing out answers that reflect multiple, divergent, or contradictory perspectives</p> <p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic</p> <p>LO 1.3A: Accessing and managing information using effective strategies</p> <p>LO 2.2A: Explaining and</p>	<p>EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue with its origin within that scope, and situating the problem or issue in a larger context</p> <p>EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues</p> <p>EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions).</p> <p>EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions).</p> <p>EK 1.2A2: A variety of strategies (e.g. brainstorming, concept mapping, prewriting exploration of space, drafting) can be used to illustrate, organize, and connect ideas.</p> <p>EK 1.2A3: Inquiry confirms or challenges one's existing</p>	<ul style="list-style-type: none"> - Annotated Bib check - Self- Edit Activity - Peer Review Activity - Peer Conferences - 1500 Words Due - Student Teacher Conferences - Revisions to IWA

				<p>analyzing the logic and line of reasoning of an argument</p> <p>LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.</p>	<p>understanding, assumptions, beliefs, and/or knowledge. EK 1.3A1: Information may be used to address a problem that may come from various secondary sources (e.g. articles, other students, analyses, reports) and/or primary sources (e.g., original texts and works personally collected data such as from experiments, surveys, questionnaires, interviews) EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence. EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g. to show causality, to define, to propose a solution). EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization) EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal.) EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps.)</p>	
<p>Big Idea 5: Team, Transform, Transmit</p>	<p>16 <i>Using Media to enhance your Argument and make engaging presentations (individually)</i></p>	<p>- Slides Critique -Making engaging presentations -Revising and crating an argument for a specific audience</p>	<p>How do I adapt my argument for my audience?</p> <p>What is the best medium or genre through which to engage my audience?</p> <p>How might I adapt my argument for different audiences and situations?</p> <p>How might my communication choices affect my credibility with my audience?</p> <p>What organizational skills do I need to create an effective presentation?</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose</p> <p>LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p> <p>LO 5.1D: Adapting an argument for context, purpose and/or audience</p> <p>LO 5.1E: Engaging an</p>	<p>EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization) EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 2.2B3: Author's strategically include evidence to support their claims. EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis). EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; - Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; - Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery. EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding. EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to</p>	<ul style="list-style-type: none"> - Building the IMP - Share/review of a sample video presentation & scoring/discussion - Reflection on TMP and how to apply to the IMP - Mini lessons based on needs <p>Slide aesthetics, body language, delivery and flow, pacing and volume.</p>

				<p>audience by employing effective techniques of delivery or performance</p> <p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes</p> <p>LO 5.3B: Reflecting on experiences of collaborative effort</p>	<p>aid audience understanding and interpretation</p> <p>EK 5.1C3: Effective communication requires choosing appropriate media (e.g., Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.</p> <p>EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium and purpose.</p> <p>EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p> <p>EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.</p> <p>EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.</p> <p>EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.</p>	
<p>17 <i>Using Media to enhance your Argument and make engaging presentations individually</i></p>	<p>- Slides Critique -Making engaging presentations -Revising and crating an argument for a specific audience</p>	<p>- How can I prepare myself for oral defense questioning? - What is the benefit of revision? - How can I benefit from reflecting on my own work?</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose</p> <p>LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p> <p>LO 5.1D: Adapting an argument for context,</p>	<p>EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization)</p> <p>EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.</p> <p>EK 2.2B3: Author's strategically include evidence to support their claims.</p> <p>EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).</p> <p>EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; - Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; - Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited</p> <p>EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.</p> <p>EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement</p>	<p>- Draft IMP Check /Critique - IMP Rehearsal/Choose Order - Mock IMP's - Oral Defense questions: assignment, group practice</p>	

				<p>purpose and/or audience</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance</p> <p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes</p> <p>LO 5.3B: Reflecting on experiences of collaborative effort</p>	<p>and understanding.</p> <p>EK 5.1.C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation</p> <p>EK 5.1C3: Effective communication requires choosing appropriate media (e.g., Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.</p> <p>EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium and purpose.</p> <p>EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p> <p>EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.</p> <p>EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.</p> <p>EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.</p>	
	<p>18 <i>Using Media to enhance your Argument and make engaging presentations individually</i></p>	<p>- Presentation skills</p>	<p>How can I present an effective argument through utilizing media?</p> <p>How can I demonstrate mastery of presentation skills?</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose</p> <p>LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p>	<p>EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization</p> <p>EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.</p> <p>EK 2.2B3: Author's strategically include evidence to support their claims.</p> <p>EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).</p> <p>EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; -Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; -Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited</p> <p>EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.</p> <p>EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding</p>	<p>- Mock IMP Presentations</p>

				<p>LO 5.1D: Adapting an argument for context, purpose and/or audience</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance</p> <p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes</p> <p>LO 5.3B: Reflecting on experiences of collaborative effort</p>	<p>by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding.</p> <p>EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation</p> <p>EK 5.1C3: Effective communication requires choosing appropriate media (e.g., Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.</p> <p>EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium and purpose.</p> <p>EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p> <p>EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.</p> <p>EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.</p> <p>EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.</p>	
	Assessments	IWA (mock) (End of Week 15) IMP (mock) (Week 18)				

CR 1 CR 2 a-h CR 3 CR 4 CR 6	Unit 4					
	Week	Skill Focus	Essential Question	Learning Objectives	Essential Knowledge	Lessons/Activities
Big Idea 1: Question and Explore	19	- Annotating a text -Applying lenses - Establishing connections - Review and assessment of skills for Performance Task 1	How can I connect various perspectives? What other issues, questions or topics do these texts relate to? What information do I need to answer my question?	LO 1.1A: Contextualizing and identifying the complexities of a problem or issue. LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic. LO 1.3A: Identifying, comparing and interpreting multiple perspectives on or arguments about an issue. LO 1.4 A: Evaluating the relevance and credibility of the source of information and data in relation to inquiry LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.	EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue within that scope, and situating the problem or issue in a larger context. EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue. EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues. EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions). EK1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts. EK 2.1A2: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used. EK 2.1A4: Perspectives are shared through written, spoken, visual, or performative texts. A perspective includes the writer's attitude/ tone regarding the subject and is expressed through an argument. EK 4.3A1: Accurate and ethical attribution enhances one's credibility EK 4.3A4: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one's own words. EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).	- Analyzing Performance Task 1 Materials and rubrics - Socratic Seminar discussions on materials - Perspectives and Themes Poster Paper Activity
	Big Idea 2: Understand and Analyze Arguments	20 <i>Independent</i>	- Conducting research - Comparing	- What do I want to know, learn, or understand?	LO 1.1A: Contextualizing and identifying the complexities of a problem or	EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a

<p>Big Idea 3: Evaluate Multiple Perspectives</p> <p>Big Idea 4:</p>	<p><i>Research and Writing for Individual Research Response</i></p>	<p>perspectives</p> <ul style="list-style-type: none"> - Acknowledging alternative perspectives - Crafting strong line of reasoning - Building on the inquiry process - Evaluating the strengths and weaknesses of an argument - Evaluating credibility of arguments - Citations - General writing skills 	<ul style="list-style-type: none"> - What information do I need to answer my question? - How does my research question shape how I go about trying to answer it? - What questions have yet to be asked? 	<p>issue.</p> <p>LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.</p> <p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.</p> <p>LO 1.3A: Identifying, comparing and interpreting multiple perspectives on or arguments about an issue.</p> <p>LO 1.4 A: Evaluating the relevance and credibility of the source of information and data in relation to inquiry</p> <p>LO 1.5A: Identifying the information needed for the context of the inquiry.</p> <p>LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose</p> <p>LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.</p>	<p>problem or issue with its origin within that scope, and situating the problem or issue in a larger context</p> <p>EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.</p> <p>EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.</p> <p>EK 1.2A1: Understanding comes not only through the collection of information but also from a variety of other factors (e.g. experience, external sources, culture, assumptions).</p> <p>EK 1.2A3: Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge</p> <p>EK1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources</p> <p>EK1.3A3: Advanced search tools, Boolean logic, and key words allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g. date, peer-review status, type of publication)</p> <p>EK 1.4A1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions</p> <p>EK 1.4A2: Credibility of evidence depends on the use of sources and data that are relevant and reliable (current, authoritative).</p> <p>EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.</p> <p>EK 1.5A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.</p> <p>EK 2.1A2: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.</p> <p>EK 2.1A4: Perspectives are shared through written, spoken, visual, or performative texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.</p> <p>EK 4.3A1: Accurate and ethical attribution enhances one's credibility</p> <p>EK 4.3A4: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one's own words.</p> <p>EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).</p>	<ul style="list-style-type: none"> - Work In-Progress Meetings - Mini Lessons based off of student needs
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					for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).	
Big Idea 2: Understand and Analyze Arguments	22 <i>Using Media to enhance your Argument and make engaging presentations</i>	<ul style="list-style-type: none"> - Making engaging presentations. - Revising and creating an argument for a specific audience with a team 	<p>How do I adapt my argument for different audiences and situations?</p> <p>What contributions can I offer to a team?</p>	<p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</p> <p>LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose</p> <p>LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p> <p>LO 5.1D: Adapting an argument for context, purpose and/or audience</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.</p> <p>LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.</p>	<p>EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.</p> <p>EK 4.5A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.</p> <p>EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; -Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; -Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited</p> <p>EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.</p> <p>EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.</p> <p>EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding.</p> <p>EK 5.1.C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation</p> <p>EK 5.1C3: Effective communication requires choosing appropriate media (e.g.. Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.</p> <p>EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium and purpose.</p> <p>EK 5.1E1 Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p> <p>EK 5.2B1: Teams are built around tasks. Low-risk team-building activities and simulations enhance a team's performance.</p> <p>EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.</p> <p>EK 5.2B3: Teams function at their best when they practice</p>	<ul style="list-style-type: none"> - Building the TMP - Work In-Progress Meetings - Mini lessons based on student needs
Big Idea 4: Evaluate Multiple Perspectives						

<p>Big Idea 5: Team, Transform, Transmit</p>	<p>23 <i>Using Media to enhance your Argument and make engaging presentations</i></p>	<p>-Making engaging presentations -Revising and crating an argument for a specific audience with a team</p>	<p>How can we present an effective argument through utilizing media? How can we demonstrate mastery of presentation skills in teams?</p>	<p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration. LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications. LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience context, and purpose LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal. LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes LO 5.3B: Reflecting on experiences of collaborative effort</p>	<p>effective interpersonal communication, consensus building, conflict resolution, and negotiation. EK 5.2B4: Effective teams consider the use of online collaborative tools. EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 4.5A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context. EK 5.1A1: An argument may include the following elements: -Introduction: engages the audience by providing background and/or context; -Reasons, evidence, and commentary: provide support for the argument; -Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments; - Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction; -Bibliography: identifies works cited EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas. EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective. EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation. EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting. EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.</p>	<ul style="list-style-type: none"> - TMP Rehearsal/ Group Review - Beginning of Presentations - Mini lessons based on student needs
<p>Assessments</p>	<p>IRR (End of Week 21) College Board Submission Date by Feb. 28th TMP (Week 23) Peer Review Progress Checks</p>					

CR 1 CR 2 a-h CR 3 CR 4 CR 6	Unit 5					
	Week	Skill Focus	Essential Question	Learning Objectives	Essential Knowledge	Lessons/Activities
Big Idea 1: Question and Explore	24 <i>Analyzing Performance Task 2 for Improvement and Introduction to Stimulus Packet</i>	- Annotating a text - Identify various lenses used in an argument - - Establishing connections - Review and assessment of skills for Performance Task 2	How can I make thematic connections among different texts? How can I connect these perspectives? What other issues, questions or topics do these texts relate to?	LO 1.1B: Posing questions and seeing out answers that reflect multiple, divergent, or contradictory perspectives LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic LO 1.3A: Accessing and managing information using effective strategies LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration. LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim. LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations. LO 4.1A: Formulating a well-	EK1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues. EK 1.2A2: A variety of strategies (e.g. brainstorming, concept mapping, prewriting exploration of space, drafting) can be used to illustrate, organize, and connect ideas. EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analysis, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as form experiments, surveys, questionnaires, interviews, observations, personal narratives). EK2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of evidence, and evidence used. EK2.1A2: Strategies active readers use to preview and prioritize a written text including skimming, scanning, rereading, and questioning EK2.1A3: Strategies active readers use to make meaning from texts including annotating, note taking, highlighting, and reading aloud. EK2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. Perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument. EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence. EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g. to show causality, to define, to propose a solution). EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization) EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal.) EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 2.3A1: The implications and consequences of arguments may be intended or unintended. EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps.) EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education),	<ul style="list-style-type: none"> - TMP may continue here (as needed) - Recommended PT1 Submission - Review PT2 - Intro. to stimulus and analyzing packet - Socratic Seminar discussions on materials - Perspectives and Themes Poster Paper Activity

<p>Big Idea 2: Understand and Analyze Arguments</p>				<p>reasoned argument, taking the complexities of the problem or issue into consideration.</p>	<p>assumptions, and world view, as well as by external solutions. EK 3.1A2: Perspectives are not always oppositional; they may be concurring, complementary, or competing. EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic. EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgement. EK 4.1A1: Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence</p>	
	<p>25 <i>Independent Research and Writing for Individual Written Argument</i></p>	<p>- Identifying the complexities of a problem - Retrieving, Questioning, Organizing and using prior knowledge about a topic.</p>	<p>How does my research question shape how I go about trying to answer it? What keywords should I use to search for information about this topic? What questions have yet to be asked?</p>	<p>LO 1.1B: Posing questions and seeing out answers that reflect multiple, divergent, or contradictory perspectives LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic LO 1.3A: Accessing and managing information using effective strategies LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim. LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.</p>	<p>EK1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues. EK 1.2A2: A variety of strategies (e.g. brainstorming, concept mapping, prewriting exploration of space, drafting) can be used to illustrate, organize, and connect ideas. EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analysis, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as form experiments, surveys, questionnaires, interviews, observations, personal narratives). EK 2.3A1: The implications and consequences of arguments may be intended or unintended. EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external solutions. EK 3.1A2: Perspectives are not always oppositional; they may be concurring, complementary, or competing. EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic. EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgement.</p>	<ul style="list-style-type: none"> - 500/800 Words Due - Work In-Progress Meetings - Mini lessons based on student needs.
<p>Big Idea 3: Evaluate Multiple</p>	<p>26 <i>Independent Research and Writing for Individual</i></p>	<p>- Identifying the complexities of a problem - Retrieving, Questioning,</p>	<p>How do I connect and analyze the evidence in order to develop an argument and</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument LO 4.1A: Formulating a well-</p>	<p>EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal) EK 4.1A1: Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the</p>	<ul style="list-style-type: none"> - 1200/2000 Words Due - Peer Review: Sentence Variety; word choice

<p>Perspectives</p>	<p><i>Written Argument</i></p>	<p>Organizing and using prior knowledge about a topic. - Synthesizing evidence to support and establish argument and lines of reasoning - Crafting counterarguments</p>	<p>support a conclusion? What line of reasoning and evidence would best support my argument? Is my reasoning logical? How does this conclusion impact me and my community? Or my research? Are there other conclusions I should consider? How can I best appeal and engage my audience? What questions have yet to be asked? What is the benefit of revision? How can I benefit from reflecting on my own work?</p>	<p>reasoned argument, taking the complexities of the problem or issue into consideration. LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary,secondary, print,nonprint) to develop and support an argument. LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics</p>	<p>truth that is stated or implied in the thesis and/or conclusion EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence EK 4.1A3: Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing overgeneralization or oversimplification. EK 4.1A4: Effective arguments may acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal) EK 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion EK 4.1A6: The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion). EK 4.1A7: The line of reasoning is organized based on the argument’s purpose (e.g. to show causality, to evaluate, to define, to propose a solution). EK 4.2A1: Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts or data gathered in the field (e.g. interviews, questionnaires, observations). EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion. Ek 4.2A3: Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to seat a mood; to provide an example; to amplify or qualify a point. EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one’s own arguments. EK 5.1 B2: Effective sentences create variety, emphasis, and interest, through structure, agreement of elements, placement of modifiers, and consistency of tense. EK 5.1 B3: Precision in word choice reduces confusion, wordiness, and redundancy. EK 5.1 B4: Spelling and grammar errors detract from credibility.</p>	<ul style="list-style-type: none"> - Work In-Progress Meetings - Mini lessons based on student needs
<p>Big Idea 4: Evaluate Multiple Perspectives</p>	<p>27 <i>Independent Research and Writing for Individual Written Argument</i></p>	<p>- Develop effective and organized presentation - Design oral presentation with supporting visual media, considering audience, context, and purpose</p>	<p>How do I adapt my argument for my audience? What is the best medium or genre through which to engage my audience? How might I adapt my argument for</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration. LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the</p>	<p>EK 2.2A2: An argument’s line of reasoning is organized based on the argument’s purpose (e.g. to show causality, to define, to propose a solution). EK 2.2B1: An argument’s context (time and purpose) and situation (in relation to other arguments) inform its interpretation. EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 4.1A4: Effective arguments may acknowledge other arguments and/or respond to them with counter arguments (e.g. concession, refutation, rebuttal).</p>	<ul style="list-style-type: none"> - Work In-Progress Meetings - Opportunities for peer review and feedback - Mini Lessons based on Student needs
<p>Big Idea 5: Team, Transform, Transmit</p>	<p>28 <i>Using Media to enhance your Argument and make engaging presentations (individually)</i></p>	<p>- Develop effective and organized presentation - Design oral presentation with supporting visual media, considering audience, context, and purpose</p>	<p>How do I adapt my argument for my audience? What is the best medium or genre through which to engage my audience? How might I adapt my argument for</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration. LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the</p>	<p>EK 2.2A2: An argument’s line of reasoning is organized based on the argument’s purpose (e.g. to show causality, to define, to propose a solution). EK 2.2B1: An argument’s context (time and purpose) and situation (in relation to other arguments) inform its interpretation. EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 4.1A4: Effective arguments may acknowledge other arguments and/or respond to them with counter arguments (e.g. concession, refutation, rebuttal).</p>	<ul style="list-style-type: none"> - Work In-Progress Meetings - Opportunities for peer review and feedback - Mini Lessons based on Student needs

			<p>different audiences and situations?</p> <p>How might my communication choices affect my credibility with my audience?</p> <p>What organizational skills do I need to create an effective presentation?</p>	<p>problem or issue into consideration.</p> <p>LO 4.2B: Providing insightful and cogent commentary that links evidence with claims</p> <p>LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance</p>	<p>EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational).</p> <p>EK 4.5A1: When making choices and proposing solutions, the advantages and disadvantages of the options should be weighed against the goal within its context.</p> <p>EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding.</p> <p>EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation</p> <p>EK 5.1C3: Effective communication requires choosing appropriate media (e.g.. Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.</p> <p>EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p>	
<p>29 <i>Using Media to enhance your Argument and make engaging presentations (Individually)</i></p>	<p>- Develop effective and organized presentation</p> <p>- Design oral presentation with supporting visual media, considering audience, context, and purpose</p> <p>- Engage audience with appropriate strategies (eye contact, vocal variety, expressive gestures, movement)</p> <p>- Revising for success</p>	<p>- How can I prepare myself for oral defense questioning?</p> <p>- What is the benefit of revision?</p> <p>- How can I benefit from reflecting on my own work?</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.</p> <p>LO 4.2B: Providing insightful and cogent commentary that links evidence with claims</p> <p>LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</p> <p>LO 5.1C: Communicating information through appropriate media using</p>	<p>EK 2.2A2: An argument’s line of reasoning is organized based on the argument’s purpose (e.g. to show causality, to define, to propose a solution).</p> <p>EK 2.2B1: An argument’s context (time and purpose) and situation (in relation to other arguments) inform its interpretation.</p> <p>EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.</p> <p>EK 4.1A4: Effective arguments may acknowledge other arguments and/or respond to them with counter arguments (e.g. concession, refutation, rebuttal).</p> <p>EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational).</p> <p>EK 4.5A1: When making choices and proposing solutions, the advantages and disadvantages of the options should be weighed against the goal within its context.</p> <p>EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding.</p> <p>EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to</p>	<ul style="list-style-type: none"> - Work In-Progress Meetings - Opportunities for peer review and feedback - Mini Lessons based on Student needs - Re-introduction and review of Oral Defense 	

				<p>effective techniques of design.</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance</p>	<p>aid audience understanding and interpretation EK 5.1C3: Effective communication requires choosing appropriate media (e.g., Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience. EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p>	
<p>30 Preparing Our Oral Defense and Submissions</p>	<p>- Presentation skills - Revising for success</p>	<p>How can I present an effective argument through utilizing media?</p> <p>How can I demonstrate mastery of presentation skills?</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.</p> <p>LO 4.2B: Providing insightful and cogent commentary that links evidence with claims</p> <p>LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance</p> <p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes</p>	<p>LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument</p> <p>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</p> <p>LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.</p> <p>LO 4.2B: Providing insightful and cogent commentary that links evidence with claims</p> <p>LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</p> <p>LO 5.1C: Communicating information through appropriate media using effective techniques of design.</p> <p>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance</p> <p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes</p>	<p>EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g. to show causality, to define, to propose a solution). EK 2.2B1: An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation. EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity. EK 4.1A4: Effective arguments may acknowledge other arguments and/or respond to them with counter arguments (e.g. concession, refutation, rebuttal). EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational). EK 4.5A1: When making choices and proposing solutions, the advantages and disadvantages of the options should be weighed against the goal within its context. EK 5.1C1: Effective organizational and design elements (e.g. headings, layouts, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use of overuse of these elements disrupts audience engagement and understanding. EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation EK 5.1C3: Effective communication requires choosing appropriate media (e.g., Essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience. EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience. EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.</p>	<ul style="list-style-type: none"> - Oral Defense questions: assignment, group practice - Work In-Progress Meetings - Opportunities for peer feedback - Mini Lessons based on Student needs

	Assessments	IWA (Week 27) IMP (Week 29/30) *Submission to College Board by April 30th Peer Review Progress Checks
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* For the remainder of the fourth marking period, we will be covering fiction and utilizing the NJSLA Standards.