
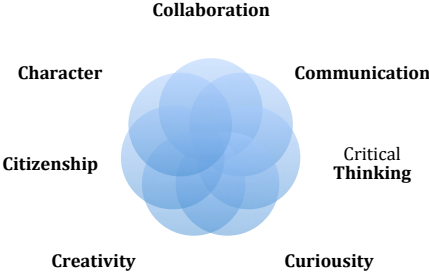


Content Area	Grade: 11-12
<p>Effective Communication in the 21st Century Language Arts</p> 	<p>R14 The Seven Cs of Learning</p> 
Unit Titles	Length of Unit/Contact Hours
<ul style="list-style-type: none"> • <i>Ways to Communicate and Mastery of Mechanics</i> 	3 weeks (Quarter 1)
<ul style="list-style-type: none"> • <i>Public Speaking</i> 	4 weeks (Quarter 1)
<ul style="list-style-type: none"> • <i>Technical Writing</i> 	4 weeks (Quarter 2)
<ul style="list-style-type: none"> • <i>Writing for College</i> 	4 weeks (Quarter 2)



Strands	Grade Level Expectations
Ways to Communicate and Mastery Of Mechanics	<ul style="list-style-type: none"> • Communicators understand different ways to communicate. • Communicators come to discussions prepared have read, researched or planned for communication. • Communicators recognize that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy. • Writers recognize and apply the conventions of grammar and punctuation • Writers develop an appreciation for the role mechanics serve in effective communication • Writes assess and revise their own work as well as that of their peers through a process.
Public Speaking	<ul style="list-style-type: none"> • Speakers activate prior knowledge of rhetorical devices as well as of the Aristotelian triangle. • Speakers incorporate an awareness of audience and purpose into their speeches. • Speakers present a variety of speech forms for a variety of purposes. • Speakers appreciate the importance of tone and its impact on communication. • Speakers make strategic use of digital media in presentations to enhance understandings and message. • Speakers realize the rigors of crafting one’s speech.
Technical Writing	<ul style="list-style-type: none"> • Writers write for a variety of purposes like developing understanding of subjects or to accomplish a particular task or purpose. • Writers recognize and apply the elements of an effective interview. • Writers research to build and present knowledge.
Writing for College	<ul style="list-style-type: none"> • Writers can respond to prompts across the college curriculum. • Writers can properly identify the tasks of a prompt. • Writers and speakers can research, command and organize their evidence to provide support.

Unit Title	Mastery of Mechanics	Length of Unit	3 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do people effectively communicate with each other? • What are the requirements of effective communication? • How can mechanics enhance or interfere with communication? • How can a writer utilize syntax as a tool in effective communication? 		
Unit Strands and Standards	<p>Ways to Communication, Effective Communication, Ineffective Ways to Communication, Considering Conventions for Communication, Writing and Consulting References</p> <p><u>Reading:</u> RL 11-12.5 RL 11-12.6, RI 11-12.5, RI 11-12.6</p> <p><u>Writing:</u> W11-12.2, W11-12.5 W11-12.6</p> <p><u>Speaking and Listening:</u> SL 11-12.1, SL 11-12.6</p> <p><u>Language:</u> L.11-12.1, L 11-12.2, L11-12.3</p>		
Concepts	modes of communication, conventions of Standard written English: punctuation, spelling, usage, editing, proofreading, rereading for clarity		
Key Vocabulary	communication, parallelism, subordination, coordination, sentence fragment, comma-splice, agreement, antecedent, active voice, passive voice, independent clause, dependent clause, preposition, interjection, subject, verb, modifier, infinitive, appositive		

Unit Title	Mastery of Mechanics	Length of Unit	3 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • clear, effective communication adheres to standard use of grammar and mechanics. • the meaning of a statement can change with the use or misuse of mechanics. • sophisticated writers vary their sentence structure. • the varied ways communication happens in society. 	<ul style="list-style-type: none"> • identify errors in writing and apply rules of Standard Written English to correct them (sentence fragments, run-ons, comma-splices, parallel structure, subordination and coordination, shifts in verb tense, pronoun-antecedent agreement, subject-verb agreement, frequently confused words, punctuation within sentences, possessive nouns and pronouns, nonrestrictive and parenthetical elements, and unnecessary punctuation). • write using a variety of sentence structures. • write adhering to the rules of Standard Written English.

Assessments:	Test: Mastery of Language
Teacher Resources:	<ul style="list-style-type: none"> ❖ Teacher-generated communication activities ❖ Rubrics

Unit Title	Public Speaking	Length of Unit	4 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • What are the elements of effective public speaking? • Why is public speaking an important 21st skill? • What is the role of the audience? • How can tone impact meaning? 		
Unit Strands and Standards	<p>Understanding How Public Speaking Operates in Society, Public Speaking, Audience and Purpose, Craft Rhetoric, and Tone</p> <p><u>Reading:</u> RL 11-12.3, RI 11-12.3, RL 11-12.5, RI 11-12.5</p> <p><u>Writing:</u> W11-12.1, W11-12.2, W 11-12.4, W11-12.8</p> <p><u>Speaking and Listening:</u> SL.11-12.1, SL11-12.2, SL 11-12.3, SL 11-12.4,SL11-12.5, SL 11-12.6</p> <p><u>Language:</u> L11-12 1,L 11-12. 2, L11-12.3, L11-12.4, L11-12.5, L11-12.6</p>		
Concepts	formal and informal language, tone, speaker vs. audience, rhetorical strategies, purpose, using evidence, persuasion		
Key Vocabulary	ethos, pathos logos, rhetorical question, anaphora, epistrophe, anti-thesis, assertion, repetition, rhetorical question, analogy, aphorism, claims		

Unit Title	Public Speaking	Length of Unit	4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Public speaking is a unique skill that has many uses in the 21st century A public speaker can persuade, motivate, captivate, etc. an audience; therefore, public speaking should be seen as an opportunity. Effective communication requires an awareness of audience and purpose The audience plays a critical role in public speaking. Speakers use a variety of techniques to achieve their purpose 	<ul style="list-style-type: none"> Establish and maintain an appropriate tone Understand and appreciate the role of the audience Recognize and write a variety of speech forms, understanding the purpose of each Identify a speaker’s use of the rhetorical triangle and evaluate its effectiveness Identify claims and counterclaims explicitly stated in text or determine implicit claims or counterclaims and assess how an author uses or fails to use evidence to support a claim or counterclaim Apply rhetorical devices and the rhetorical triangle in writing

Assessments:	The Persuasive Speech: Write and deliver a personal speech Performance Task #2: Write and deliver a persuasive speech
Teacher Resources:	❖ Graff, Gerald. <i>They Say I Say</i> . New York: W.W Norton, 2006. Print.

Unit Title	Technical Writing	Length of Unit	4 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • What are the characteristics of technical writing? • What are the similarities between technical writing and other forms of writing? What are its unique characteristics? 		
Unit Strands and Standards	Traits of Technical Writing, Types of Technical Writing, Design and Audience Awareness, Accuracy and Efficiency in Writing <u>Reading:</u> RI 11-12.4, RI 11-12.5, RI 11-12.6 <u>Writing:</u> W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5 W.11-1.6, W.11-12.7, W.11-12.8, W.11-12.10 <u>Speaking and Listening:</u> SL11-12.4, SL11-12.6 <u>Language:</u> L 11-12.1, L 11-12.2, L 11-12.3, L 11-12.4, L 11-12.5, L 11-12.6		
Concepts	formal and informal language, clarity, concise, precise language, audience recognition, information accuracy, claim, counter-claim, credibility		
Key Vocabulary	brochure, cover letter, resume, pamphlet, flyer, graphics, grants, precise, concise, claim, counter-claim		

Unit Title	Technical Writing	Length of Unit	4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • that clarity and conciseness are key. • the five traits of technical writing. • the different types of technical writing. • the technical resources available. • the impact of document design on writing. • the importance of audience recognition. • information accuracy is a key element. 	<ul style="list-style-type: none"> • write with efficiency: clear and concise. • apply the five traits in their own writing. • compose different types of technical writing. • apply technical resources. • design a document for greatest impact on the reader. • recognize the role of the audience. • command evidence that is accurate and relevant. • use technology to develop a comprehensive document.

Assessments:	Performance Task # 1: Cover letter and resume (individual) Performance Task # 2: Technical PBA: Instructional sheet
Teacher Resources:	<ul style="list-style-type: none"> ❖ Graff, Gerald. <i>They Say I Say</i>. New York: W.W Norton, 2006. Print. ❖ <i>Writing that Works: A Teacher's Guide to Technical Writing</i> by Dr. Steven. M. Gerson. Topeka: Washburn U: Kansas Curriculum Center. ksde.org/Portals/0/CSAS

Unit Title	Writing for College	Length of Unit	4 weeks
Inquiry Questions (Engaging Debatable):	<ul style="list-style-type: none"> • What are the key elements of any prompt? • What does Command of Evidence mean? • What determines the validity of a claim? • Why is a counterclaim a necessary part of an argumentative speech? • What are the hallmarks of effective argumentation? • How does technology improve my writing for wider audiences? 		
Unit Strands and Standards	<p>Understanding Credibility, Considering Claims and Counterclaims, Summarizing and Crafting Rebuttals</p> <p><u>Reading:</u> R. 11-12.1,2,3,4,5,6,7,8,10</p> <p><u>Writing:</u> W. 11-12 1,2,3,4,5,6,7,8,9,10</p> <p><u>Speaking and Listening:</u></p> <p><u>Language:</u> L. 11-12.1, L11-12.2, L11-12.3, L11-12.4, L11-12.5, L11-12.6</p>		
Concepts	Argumentation, Instructor Expectations, Claim and Counterclaim, Supporting your claim, The Task, Analysis vs. Summary		
Vocabulary	claim and counterclaim, bridge, rebuttal, task, clarity, validity, credibility, thesis, cite, copyrights		

Unit Title	Writing for College	Length of Unit	4 weeks
Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...	
<ul style="list-style-type: none"> • technical writing is an important part of 21st century communication. • technical writers use credible information and understand how to accurately cite all sources according to copyright laws. • argumentative writer focuses on developing and supporting a clear and valid claim. • strong argumentation requires consideration of counter claims. • clarity and conciseness are key to effective argumentation. 		<ul style="list-style-type: none"> • write with clarity and adherence to correct grammatical and syntactical form. • relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text • synthesize ideas and determine credible information. • craft a thesis statement that is arguable and can be supported with supporting documentation. • students will be able to recognize and craft a rebuttal. • students will be able to formulate an argument clearly through polished and organized writing. 	
Assessments:	<p>Performance Task #1: Visual representation (such as a V-Chart) and presentation of author’s claim, counter-claim, and evidence for student-selected news article.</p> <p>Performance Task #2: Students form partnerships and select an event around which they will build their project, such as: fund-raiser, charity event, a tribute, a school event, a special sporting event</p> <p>Students apply the skills they have gained over the semester to the project; the following components must be included: Letter, memo (to team), group email, newsletter, speech defending the claim</p>		
Teacher Resources:	<p>❖ Writing that Works: <i>A Teacher’s Guide to Technical Writing</i> by Dr. Steven. M. Gerson. Topeka: Washburn U: Kansas Curriculum Center. ksde.org/Portals/0/CSAS</p>		