

Moon Area School District Curriculum Map

Course: Contemporary Issues
Grade Level: 10-12th Grade (Elective)
Content Area: English
Frequency: Semester Course

Big Ideas

1. Why is it important to be knowledgeable of current issues impacting society and the world?
2. Why is it important to think critically about issues impacting society and the world?
3. What skills and competencies are needed for reading and researching effectively on the web?
4. How does researching, examining, and discussing contemporary issues improve understanding and awareness?

Essential Questions

1. How can users effectively search the internet?
2. What makes a source credible?
3. How important is currency when researching?
4. What are the benefits of being an effective speaker?
5. What are the benefits of being an effective writer?
6. How can you effectively present information to a group of your peers?
7. What are the key features of a scholarly source?
8. How important is currency when researching?
9. How can you use information while abiding by authorship rules?

Primary Resource(s) & Technology:

Power Library and other database tools, Google Scholar, JSTOR, Microsoft Teams, Promethean Boards, Student Laptops/iPads, and all eligible works listed under eligible content.

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Web Literacy and Societal Issues · Why is it important to be	CC.1.2.11-12.L Read and comprehend literary non-fiction and	<ul style="list-style-type: none">• Internet searches• Internet use• Domains and web addresses• Google	Unit 1

<p>knowledgeable on current societal issues?</p> <p>·How can users effectively search the internet?</p> <p>·What makes a website credible?</p>	<p>informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> • Web Literacy Quiz <p>Eligible Content:</p> <ul style="list-style-type: none"> • Select articles and videos 	
<p>Public Speaking and Credibility</p> <p>·What are the benefits of being an effective speaker?</p> <p>·How can you effectively present information to a group of your peers?</p> <p>How can users effectively search the internet?</p> <p>What makes a source credible?</p>	<p>CC.1.5.11–12. D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12. G Demonstrate command of the conventions of standard English when</p>	<ul style="list-style-type: none"> • Review sample speeches in both content and delivery • Review assignment guidelines and rubric • Topic selection/societal issue • Floor speech <p>Eligible Content:</p> <ul style="list-style-type: none"> • C Span videos • Select articles and videos outlining effective public speaking techniques 	<p>Unit 2</p>

	<p>speaking based on Grades 11–12 level and content.</p> <p>CC.1.2.11-12A - E Read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary, acquisition, and making connections among ideas and between texts with focus on textual evidence</p> <p>CC.1.4.11-12. B Write with a sharp distinct focus identifying topic, task, and audience.</p>		
<p>Public Speaking, Research, & Web Literacy</p> <p>·How can you effectively present information to a group of your peers?</p> <p>·What makes a source credible?</p>	<p>CC.1.5.11–12. A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and</p>	<ul style="list-style-type: none"> • Review Credibility Check, a process for evaluating internet sources • Review Power Library • Topic selection/societal issue • Sample outline • Graded discussion <p>Eligible Content:</p> <ul style="list-style-type: none"> • Select articles and videos • ProCon.org 	<p>Unit 3</p>

<p>·How important is currency when researching?</p>	<p>expressing their own clearly and persuasively</p> <p>CC.1.2.11-12 A - E Read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary, acquisition, and making connections among ideas and between texts with focus on textual evidence</p>		
<p>Class and Team Debates</p> <p>·How can you effectively communicate your ideas to others?</p>	<p>CC.1.5.11–12. B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of</p>	<ul style="list-style-type: none"> • Affirmative and Negative Argument Model Notes • Argument Flaws, Fallacies • Topic selection/societal issue • Debates—team and partner <p>Eligible Content:</p> <ul style="list-style-type: none"> • Select articles and videos 	<p>Unit 4</p>

	<p>emphasis, and tone.</p> <p>CC.1.5.11–12. D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12. G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>CC.1.4.11-12. F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.C Develop and analyze the topic</p>		
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	<p>thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12. B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.2.11-12. L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>		
<p>Research Paper: Topic Selection and Annotated Bibliography</p> <p>·How can users effectively search the internet?</p> <p>·What are the best online resources</p>	<p>CC.1.2.11-12. L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12. B</p>	<ul style="list-style-type: none"> • Preview topic list and prioritize selection • Review requirements for research • Sample Annotated Bibliography • MLA format • Review scoring guide • Topic selection/societal issue • Thesis statement <p>Eligible Content</p>	<p>Unit 5</p>

<p>available for researching issues?</p> <p>·What makes a source credible?</p> <p>·How important is currency when researching?</p> <p>·What are the key features of a scholarly source?</p>	<p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12. R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.</p> <p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question</p> <p>CC.1.4.11-12. X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<ul style="list-style-type: none"> • Select articles and videos • ProCon.org • NY Times • Purdue Owl Online Writing Lab 	
<p>Research Paper:</p>	<p>CC.1.4.11-12. W Gather relevant</p>	<ul style="list-style-type: none"> • Sample Sentence Outline • MLA Citations 	<p>Unit 6</p>

<p>Sentence Outline, Final Paper</p> <p>· Why is it important to be knowledgeable of current issues impacting society?</p> <p>· How can you use information while abiding by authorship rules?</p>	<p>information from multiple authoritative print and digital sources, using advanced searches effectively</p> <p>;</p> <p>Assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12. X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific</p>	<ul style="list-style-type: none"> • Review of guidelines and scoring • Draft and Final papers • Research Folder <p>Eligible Content</p> <ul style="list-style-type: none"> • Select articles • Purdue Owl Online Writing Lab 	
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	<p>tasks, purposes, and audiences CC.1.4.11-12. F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12. B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.2.11-12. L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently.</p>		
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