

- *CCE2 (9-12): Seek, accept, and apply actionable feedback.*
- *CCE3 (9-12): Lead group progress through active listening, questioning, and giving advice.*

DEMONSTRATE EMPATHY
(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*

TAKE INITIATIVE

- *TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.*
- *TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.*
- *TI3 (9-12): I can formulate and investigate probing questions to further my learning.*
- *TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.*

PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*
- *P2 (9-12): Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.*
- *P3 (9-12): Demonstrate flexibility and acceptance of setbacks to reach success.*

ADAPT AND ADJUST

- *AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.*
- *AA2 (9-12): I can assess my past successes and mistakes to change my approach.*
- *AA3 (9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.*

Understandings: Students will understand that...

Question and Explore:

- *EU 1.2: Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge*

Understand and Analyze:

- *EU 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an*

Essential Questions:

Question and Explore:

- *How does the context of a problem or issue affect how it is interpreted or presented?*

Understand and Analyze:

- *Why might the author view the issue this way?*
- *What are the implications of these arguments?*

Evaluate Multiple Perspectives:

- *What are the implications and/or consequences of*

<p>argument.</p> <p>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> ● EU 3.1: Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation. <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> ● EU 4.4: Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence. <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> ● EU 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context. ● EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications. 	<p>accepting or rejecting a particular argument?</p> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> ● What line of reasoning and evidence would best support my argument? Is my reasoning logical? ● Are there other conclusions I should consider? <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> ● How can I best appeal to and engage my audience?
<p>Students will know...</p> <p>Question and Explore:</p> <ul style="list-style-type: none"> ● EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue. <p>Understand and Analyze:</p> <ul style="list-style-type: none"> ● 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>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> ● EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one’s own 	<p>Students will be able to...</p> <p>Question and Explore:</p> <ul style="list-style-type: none"> ● LO 1.1A: Contextualize and identify the complexities of a problem or issue. ● LO 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives. ● LO 1.2A: Retrieve, question, organize, and use prior knowledge about a topic. ● LO 1.3A: Access and manage information using effective strategies. ● LO 1.5A: Identify the information needed for the context of the inquiry.



personal biases and assumptions can influence one's judgment.

Synthesize Ideas:

- EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.
- EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

Team, Transform, and Transmit:

- 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 individuals' tasks.

Understand and Analyze:

- LO 2.3A: Connect an argument to broader issues by examining the implications of the author's claim.
- LO 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

Evaluate Multiple Perspectives:

- LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

Synthesize Ideas:

- LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- LO 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- LO 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Team, Transform, and Transmit:

- LO 5.1A: Plan, produce, and present a cohesive argument, considering audience, context, and purpose.
- LO 5.1C: Communicate information through appropriate media using effective techniques of design.
- LO 5.1E: Engage an audience by employing effective techniques of delivery or performance.

- LO 5.3A: Reflect on and revise their own writing, thinking, and creative processes.

Key Vocabulary: Lenses, Perspectives, Context, Complex Issues, Credibility (RAVEN/PACE), Reliability, Evidence, Argument, Line of Reasoning, Claim, Implications, Limitations, Deductive Reasoning, Inductive Reasoning, Counter Arguments (Refutation, Rebuttal, Concession), Qualitative Evidence, Quantitative Evidence, Validity, Biases, Alignment, Point of View, Thesis, Commentary, Vocal Variety, Conventions, Design Elements, Delivery/Performance, Plagiarism, Assumptions, Secondary Sources, Primary Sources, Inquiry, Conclusions, Resolutions, Solutions

Assessment Evidence

Performance Tasks:

Summative Assessment:

1. Concept Map or Tree of Reasoning: Post-Hexagonal Thinking Exercise
2. PReP Journal: A combination of student selected and teacher selected strategies and activities aimed to support students in independently moving through the research process in preparation for Performance Task #2

Other Evidence:

Formative Assessments: Peer-to-Peer Conferencing, Teacher Conferencing, Practice Presentations, Progress Checks

Interim Assessments: Hexagonal Thinking Exercise Individual Reflection, Feedback Checklists, Stimulus Material Graphic Organizer Packet

Learning Plan

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

CFA #1: Hexagonal Thinking Exercise

Performance Task: Individual Concept Map or Tree of Reasoning-Post Hexagonal Thinking Exercise

COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed)

- CCE1 (9-12): Engage others in meaningful conversations while respecting multiple perspectives.
- CCE2 (9-12): Seek, accept, and apply actionable feedback.

CFA #1: Peer-to-Peer Conferencing and Teacher Conferencing



TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.
- TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Performance Task: PReP Journal

Teacher Resources: Resources include, but are not limited to:

- Databases provided through the NHS Library Resource Website: Statista, Gale, EBSCOHost, JSTOR
- Databases provided through the digital portfolio in College Board
- AllSides.com
- Technology: Google Slides, Google Docs, Google Shared Drive
- Teacher and student selected materials based on research topic/interest

Unit 5 - Authentic Applications

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [Common Core Speaking and Listening ELA Standards](#) for Grades 11-12

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed).

- CCE4 (9-12): *Express ideas in a variety of ways, according to context, purpose, and audience.*

DEMONSTRATE EMPATHY

(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*

TAKE INITIATIVE

- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

PERSEVERE

(Currently Being Developed)

- *P4 (9-12): Engage in responsible risk-taking to grow and achieve.*

ADAPT AND ADJUST

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- EU 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.
- Being able to effectively research a topic beyond the “academic” sense of the term can lead to the ability to spark social change.

Essential Questions:

- How does this conclusion impact me and my community? Or my research?
- What is the next step in this research for future researchers?

Students will know...

- 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 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic
- EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.
- EK 5.1C3: Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context,

Students will be able to...

- LO 1.1A: Contextualize and identify the complexities of a problem or issue.
- LO 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
- LO 1.2A: Retrieve, question, organize, and use prior knowledge about a topic.
- LO 1.3A: Access and manage information using effective strategies.
- LO 1.5A: Identify the information needed for the context of the inquiry.

Understand and Analyze:



purpose, and audience.

- EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.

- LO 2.3A: Connect an argument to broader issues by examining the implications of the author’s claim.
- LO 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

Evaluate Multiple Perspectives:

- LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

Synthesize Ideas:

- LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- LO 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- LO 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Team, Transform, and Transmit:

- LO 5.1A: Plan, produce, and present a cohesive argument, considering audience, context, and purpose.
- LO 5.1C: Communicate information through appropriate media using effective techniques of design.
- LO 5.1E: Engage an audience by employing effective techniques of delivery or performance.
- LO 5.3A: Reflect on and revise their own writing, thinking, and creative processes.

