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| <b>Course Title – Discussion &amp; Debate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Implement start year – 2015-2016</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Revision Committee Members, email, extension –</b><br>David Knecht, dknecht@lrhsd.org, ext. 8125<br>Rene Leimberg, rleimberg@lrhsd.org, ext. 8619<br>Nik Tama, ntama@lrhsd.org, ext. 8814                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Unit # 4 , topic – Current Events/Issues</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Transfer Goal –</b><br>Students will be able to independently use their learning to engage in an exchange of ideas and consider all points of view in an argument.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Stage 1 – Desired Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p style="text-align: center;"><u><b>Established Goals</b></u></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b><br/>(<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b><br/>(<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p>CCSS.ELA-LITERACY.SL.11-12.1<br/>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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.A<br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.B<br/>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.C<br/>Propel conversations by posing and responding to questions that probe</p> | <p style="text-align: center;"><u><b>21<sup>st</sup> Century Themes</b></u><br/>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u><b>21<sup>st</sup> Century Skills</b></u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input type="checkbox"/> Information Literacy</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> |

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| <p>reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.D<br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4<br/>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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5<br/>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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.6<br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> | <p>___ Social and Cross-Cultural Skills<br/>___ Productivity and Accountability<br/><u>X</u> Leadership and Responsibility</p>                                                                                                                                                                                                        |
| <p><b><u>Enduring Understandings:</u></b><br/><i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>expressing one’s views and listening to alternative viewpoints is important to a healthy exchange of ideas about current events.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>What is the value of discussing current events and exchanging ideas with others?</li> </ul>                                                                                                                                       |
| <p><b><u>Knowledge:</u></b><br/><i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>resources to find current events.</li> <li>the difference between an effective and ineffective discussion question.</li> <li>effective speaking skills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Skills:</u></b><br/><i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>research and summarize current events.</li> <li>create effective discussion questions.</li> <li>apply effective speaking skills (volume, pacing, eye contact) to lead a class discussion.</li> </ul> |

- effective listening skills.

- evaluate peer responses to maintain discussion momentum.

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Participation in class discussions

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Research current events. (A)
- Summarize current events. (A, M)
- Model how to lead a class discussion. (A, M)
- Model how to create effective discussion questions. (A, M)
- Model how to maintain momentum in an exchange. (A, M)
- Practice discussing current events. (M, T)
- Evaluate performance of self and peers. (M)