



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Composition & Reading Curriculum

Course Description: This course is designed for a college-bound student who has demonstrated a willingness to handle college level content and experiences. This course exposes students to different types of writing through the analysis and creation of various essays across rhetorical modes (narration, analysis, exposition, argumentation, and research). While this course is writing-intensive, students will be required to read many texts that will connect to, and support them, in their writing efforts. This class requires students to practice brainstorming, free-writing, sentence construction, paragraph development, the organization of ideas, and the several types of, purposes of, and audiences for general essays. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process.

Dual Credit Course: The purpose for dual credit courses is to prepare students for college work and give students the opportunity to receive college credit for their efforts. Dual credit courses are different from the regular high school courses in that they are taught with curricula that comply with guidelines from [Metropolitan Community College](#) system, representing upper level high school expectations and containing sophisticated reading. Other characteristics of dual credit courses include content immersion, a fast pace, and performance assessed at the analysis, synthesis, and evaluation levels of thinking and learning.

Scope and Sequence:

*Reflection and Revision Practices - Integrated into all units		
Timeframe	Unit	Instructional Topics
2-3 Weeks (10-15 blocks)	<u>Unit 1: Narrative</u>	Topic 1: Introduction Topic 2: Drafting Topic 3: Editing and Revision
2-3 Weeks (10-15 blocks)	<u>Unit 2: Expository</u>	Topic 1: Descriptive Elements of Writing Topic 2: Point of View Topic 3: Expository Essay
2-3 Weeks (10-15 blocks)	<u>Unit 3: Persuasive/ Argument</u>	Topic 1: Rhetoric Introduction: Persuasive & Argument Topic 2: Delineation a Speaker's Argument and Claims Topic 3: Evaluation of Speaker's Point of View, Reasoning, Stance, & Evidence
2-3 Weeks (10-15 blocks)	<u>Unit 4: Critical Thinking</u>	Topic 1: Media as Argument Topic 2: Recognizing Bias in Media Topic 3: Critical Lenses
3-4 Weeks (15-20 blocks)	<u>Unit 5: Literature</u>	Topic 1: Literature Analysis Topic 2: Theme and Authorial Intent
3-4 Weeks (15-20 blocks)	<u>Unit 6: Research</u>	Topic 1: Research/Essential Question Topic 2: Annotated Bibliography Topic 3: Research Project
*Reflection and Revision Practices - Integrated into all units <i>see next page for clarification and examples</i>		

***Reflection and Revision Practices:**

Reflection and revision are key elements of the writing process and the workshop instructional model. This model of instruction prioritizes time spent in student-centered learning activities that allow for collaboration and differentiation over time spent in large group instruction.

Workshop Elements	Suggestions or Examples	
Read	● Daily Reading Time ● Independent Choice Reading ● Book Clubs ● Mentor Texts	
Revision & Feedback <i>(Student Work Time)</i>	Writing Families <i>(Student Led)</i> ● Small group work structured with look-fors that guide student edits and feedback ● Sentence-starters or prompts provided, derived from key elements of the paper	Conferencing <i>(Teacher Led)</i> ● Prewriting conferences with students about paper topic and choices ● Small group conferencing led by the instructor (including read-aloud within small group) ● One-on-One conferences with teacher about draft
Share <i>(Reflection)</i>	● Reflection (and identification, if wanted) of skills, of growth, of exemplary selections (i.e. “most beautiful words”), and/or of areas for additional depth ● “Beautiful Words” share-aloud showcase ● 1-pager about the writing process, that addresses teacher informally	

Unit 1: Narrative

Subject: Comp & Read

Grade: 11-12

Name of Unit: Narrative

Length of Unit: 2-3 Weeks

Overview of Unit: This unit introduces students to the art of narration and exposition as it relates to telling one's own stories. The final piece of this unit is a personal narrative essay that asks students to reflect on an event, person, or experience that has had a considerable impact on their lives. On the way to that final paper, students are introduced to the continued skills and practices of prewriting, drafting, editing as well as working through the writing process.

Priority Standards for unit:

- 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Supporting Standards for unit:

- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

<u>Essential Questions:</u> 1. How does analyzing examples of narrative texts influence a student’s ability to create his or her own narrative? 2. How does prewriting help a student organize and create his or her own thoughts/topics for a narrative essay? 3. How does drafting/editing improve the writing process and the final product?	<u>Unit Vocabulary:</u> ● Brainstorming ● Draft ● Feedback ● Editing ● Narrative
<u>Enduring Understanding/Big Ideas:</u> 1. When a student has a model of what good narratives look like, he or she is more capable of recognizing a wide range of elements of effective writing and thus creating a more effective narrative essay. 2. Prewriting is an essential activity for brainstorming and creating possible writing topics to be developed into polished, narrative essays. 3. The ability to draft and edit helps students become more fluid in creating written pieces and allows them a chance to share essays with classmates as well as provide and receive valuable feedback.	
<u>Final Product: Personal Narrative</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below but may also be a small part of several class periods that span the suggested length of time.

Topic		Engaging Experiences	Suggested Length of Time
1	Introduction and pre-writing	Mentor Text: Examples of Narrative	3-4 blocks
1	Context example with pre-writing	“What We Keep”	3-4 blocks
2	Drafting	Writing Your Own Narrative	2-3 blocks

Topic 1: Introduction

Engaging Experience 1

Title: Mentor Texts: Examples of Narrative

Suggested Length of Time: 3-4 blocks

Priority Standards Addressed:

- 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Detailed Description/Instructions: Using mentor texts and teacher led investigations, students will work to annotate examples of narrative writing, focusing on detailed description and word choice. Students will identify and discuss what elements in the short stories, poems, etc. stood out to them as elements of an effective narrative.

Engaging Experience 2

Title: “What We Keep”

Suggested Length of Time: 4 blocks

Standards Addressed

Priority:

- 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Supporting:

- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Detailed Description/Instructions:

Students will choose two pieces from the anthology [“What We Keep”](#). This text is full of narrative nonfiction based on items people have chosen to keep with them and the item importance in context. Students will annotate for narrative elements (such as plot, character development, setting, theme, conflict, point of view and climax/resolution) and then present out using their assignment to informally present to their seating group, sharing what they have found: Which 3 narrative elements were the most vital to the overall story and why? Were any narrative elements missing or not as vital, did this alter the story overall? Which story was the most successful in these elements and this genre, why?

Topic 2: Drafting

Engaging Experience 1

Title: Writing Your Own Narrative

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Supporting:

- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Detailed Description/Instructions: Students will draft their own narrative as illustrated in the “What We Keep” framework. Students will be encouraged to either take a picture or find a good representation of the object they are using for their writing and incorporate that into the final layout of their piece.

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario

Referencing the mentor texts within the experiences referenced above, students will write a personal narrative concerning a significant moment in their life. Students will use their understanding of the mentor text to help guide and influence their own writing style. Paper should be approximately 3 to 5 pages in length. *(This is one of six to eight compositions completed within the course.)*

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine the meaning of words, including denotative, connotative, and figurative meanings, as they are used in a text.	3
	Apply
The student will determine the meaning of phrases, including denotative, connotative, and figurative meanings, as they are used in a text.	3
	Apply
The student will use context clues to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use affixes to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	1
	Understand

Priority Standard: 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will explain two or more central/main ideas in a text.	2
	Apply
The student will analyze the development of the central/main ideas throughout a text.	3
	Analyze
The student will relate the central ideas to human nature and the world in a text.	2
	Apply
The student will provide an objective and concise summary of a text.	2
	Understand

Unit 2: Expository

Subject: Comp & Read

Grade: 11-12

Name of Unit: Expository

Length of Unit: 2-3 weeks

Overview of Unit: This unit asks students to build on the skills introduced in the Narrative unit but begins to introduce more sophisticated writing activities with focus on description and observation. Students begin to employ sensory detail with more focused attention than Unit 1, and they begin to make inferences from their observations about the true nature of what is happening around them.

Priority Standards for unit:

- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Supporting Standards for unit:

- 11-12.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

<u>Essential Questions:</u> 1. How do multiple points of perspective of the same essay change the effect of that essay on the reader? 2. How does one write effectively with an objective tone when explicating on a topic?	<u>Unit Vocabulary:</u> ● Sensory Details ● Observation ● Expository ● Diction
<u>Enduring Understanding/Big Ideas:</u> 1. Exposing a reader to multiple perspectives can encourage them to question assumptions and think more critically. It challenges them to weigh different viewpoints, evaluate evidence, and consider the validity of each perspective. 2. While writing in an expository style the writer is exposing essential facts, not simply making commentary on them.	
<u>Final Product: Personal Narrative</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below but may also be a small part of several class periods that span the suggested length of time.

	Topic	Engaging Experience	Suggested Length of Time
1	Descriptive Elements of Writing	Practice Use of Sensory Detail	1-3 blocks
2	Point of View	Multiple Points of View 1-Pager	1-3 blocks
3	Expository Essay	Color Coding Sensory Details	5-7 blocks

Topic 1: Descriptive Elements of Writing

Engaging Experience 1

Title: Practice Use of Sensory Details

Suggested Length of Time: 1-3 blocks

Standards Addressed

Priority:

- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Supporting:

- 11-12.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

Detailed Description/Instructions: The teacher will show students a number of different examples, including both professional writers and student writers, of effective use of sensory details and elements of descriptive writing. [Descriptive practice HERE](#)

The students will practice using sensory details as an additional technique to the skills explored previously in the Narrative Unit. As the students become adept at creating multiple, short paragraphs with vivid descriptions of events/people/images etc, they will create more complete examples of observational writings that mix both narrative and descriptive elements of effective writing.

Topic 2: Point of View

Engaging Experience 1

Title: Multiple Points of View 1-Pager

Suggested Length of Time: 1-3 blocks

Standards Addressed

Priority:

- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting:

- 11-12.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).

Detailed Description/Instructions: In this writing experience, students will create a brief work, potentially in the fashion of a “1-pager” demonstrating their ability to write about a single observation from multiple points of view/POV.

Being able to understand different points of view allows the student to create a richer description of an event, which is the goal of observational and descriptive writing.

Topic 3: Expository Essay

Engaging Experience 1

Title: Color Coding Sensory Details

Suggested Length of Time: 5-7 blocks

Standards Addressed

Priority:

- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Supporting:

- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Detailed Description/Instructions: Students will pre-write, plan, organize, draft and edit/revise an Expository essay, using Sensory Details throughout: Sight, Sound, Touch, Taste, and Smell

- Must color-code evidence of Sensory Details - Teacher will be assessing the use of organization, imagery, description, varied diction, and sentence fluency/transition phrases.

POSSIBLE Planning Ideas:

Page 1 = focus on senses 1-2 (S,S,T,T,S)

Page 2 = focus on senses 2-3 (S,S,T,T,S)

Page 3 = focus on senses 3-4 (S,S,T,T,S)

Pages 4-5 = focus on senses 4-5 (S,S,T,T,S)

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario

Students will write an expository essay which highlights their understanding of an image of a historic or personal event through the use of sensory detail and descriptive language. During this essay, students pay attention to how different points of view might influence the relation of an idea or event and they ultimately determine which point of view to employ when either explicating, arguing, or evaluating the event chosen. *(This is two of six to eight compositions within the course)*

Unwrapped Priority Standards:

Priority Standard: 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine the meaning of words, including denotative, connotative, figurative, and content specific meanings, as they are used in a text.	2
	Apply
The student will determine the meaning of phrases, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text.	2
	Apply
The student will use context clues to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use affixes to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	1
	Understand

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	2
	Apply

Unit 3: Persuasive/Argument

Subject: Comp & Read

Grade: 11-12

Name of Unit: Persuasive/Argument

Length of Unit: 2-3 Weeks

Overview of Unit: In this unit, the students will be given multiple opportunities to recognize and understand the basic tenets of argument in not only what they read but see and hear on a daily basis. The students will practice the skill of considering personal arguments and restructuring those arguments into a formal, well-articulated paper. The students will be able to employ this skill in the future as a consumer and active citizen. The students will be involved in multiple scenarios to receive and provide feedback from peers, as well as instructors, as they articulate perspective and argument. Students will be able to recognize faulty logic and translate that skill to the larger world around them.

Priority Standards for unit:

- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe 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.
- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting Standards for unit:

- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.

<u>Essential Questions:</u> 1. How does the reader identify the author’s argument in mentor texts? 2. How does the author’s use of appeals affect their audience? 3. How does one craft their own effective argument?	<u>Unit Vocabulary:</u> ● Claim ● Thesis ● Appeals ● Writing Process
<u>Enduring Understanding/Big Ideas:</u> 1. Using mentor texts students will be able to identify many claims over different topics seen within the examples. 2. As a writer effectively uses ethos, pathos and logos, the author’s connection to the audience is enhanced and strengthened. 3. Students will prewrite, research, draft, and support their claim using a variety of evidence and medias.	
<u>Final Product: Personal Narrative</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.

Topic		Engaging Experience	Suggested Length of Time
1	Rhetoric Introduction: Persuasive & Argument	Identifying Argument & Claims in Examples	1-3 blocks
2	Delineation of Speaker's Argument & Claims	"Modeling with Samples" Discussion Board	1 block
3	Evaluation of Speaker's Point of View, Reasoning, Stance, & Evidence	Personal Narrative Paper	1 block per page of length

Topic 1: Rhetoric Introduction: Persuasive & Argument

Engaging Experience 1

Title: Identifying Argument & Claims in Examples

Suggested Length of Time: 1 to 3 blocks

Standards Addressed

Priority:

- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe 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.

Detailed Description/Instructions: Students will take notes over teacher presentation/lecture of Rhetoric Introduction: Persuasive & Argument. Images, media and real world examples are encouraged. Students will identify the delineation of Speaker's Argument & Claims using both professional writing and past student-written Argument papers. A discussion board "Modeling With Samples," or in-person group discussion, will be assigned to assess student identification, using textual evidence, of: claim, individual evaluation of claim, additional sources or text that could be used for model papers and possible source or text for counterargument.

Engaging Experience 2

Title: Synthesis: Putting Together Different Perspectives

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Detailed Description/Instructions: See this link, University of Oregon unit. [Synthesizing multiple perspectives project](#)

Topic 2: Delineation of a Speaker's Argument and Claims

Engaging Experience 1

Title: “Modeling with Samples” Discussion Board

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe 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.

Detailed Description/Instructions: Refer to Topic 1's engaging experience. This activity focuses on the discussion board posts. A discussion board “Modeling With Samples,” or in-person group discussion, will be assigned to assess student identification, using textual evidence, of: claim, individual evaluation of claim, additional sources or text that could be used for model papers and possible source or text for counterargument.

Topic 3: Evaluation of Speaker's Point of View, Reasoning, Stance and Evidence

Engaging Experience 1

Title: Evaluation of Speaker's POV, Reasoning (line of reasoning), Stance or perspective and Evidence-based

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe 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.

Detailed Description/Instructions: Evaluation of Speaker's POV, Reasoning (line of reasoning), Stance or perspective and Evidence-based using multiple sources and texts. **See the link here for project ideas:** [Identifying a Speaker's Position and Supporting Evidence](#)

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario

Students will write a persuasive essay which effectively incorporates a depth of topic knowledge and demonstrates their understanding of the appeals utilized by a writer for persuasion in a thesis-oriented persuasive essay. Students will complete polished writing concerning a topic of choice, citing 3-5 sources as evidence towards persuasion.

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze point of view in a text.	3
	Analyze
The student will recognize when the point of view is directly stated in a text.	2
	Understand
The student will recognize when point of view is implied in a text.	2
	Apply

Priority Standard: 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe 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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will delineate a speaker's argument and claims.	2
	Apply
The student will evaluate the speaker's point of view, reasoning, stance and evidence to propel conversations.	3
	Analysis

The student will pose and respond to questions that probe reasoning and evidence.	2
	Apply
The student will ensure hearing for a full range of positions on a topic or issue.	3
	Analysis
The student will clarify, verify, or challenge ideas and conclusions.	3
	Analysis

Priority Standard: 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.	3
	Analysis
The student will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration.	3
	Analysis
The student will make new connections in light of the evidence and reasoning presented during collaboration.	3
	Analysis

Unit 4: Critical Thinking

Subject: Composition and Reading

Grade: 11-12

Name of Unit: Critical Thinking

Length of Unit: 2-3 weeks

Overview of Unit: In this unit, students will focus a great deal of their efforts on creating well-organized and well-developed ideas. Students will recognize how bias and purpose affect the organization of a piece, and they will use these critical thinking skills to identify and gain a deeper understanding of an issue on a local, national, or global scale. Finally, students will use this knowledge of bias, purpose, and critical thinking to respond to real issues of their choosing.

Priority Standards for unit:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text

Supporting Standards for unit:

- 11-12.RL.3.B Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

<u>Essential Questions:</u> 1. How does media (documentary, photo, article, etc.) enhance the critical thinking process? 2. How does the recognition of bias affect the author's ability to write critically? 3. How do critical lenses lend themselves to textual analysis and a deeper understanding of the text?	<u>Unit Vocabulary:</u> ● Critical Lenses ○ Post Colonialism ○ Marxist ○ Feminist ○ Psychoanalytical ○ Gender ● Bias ● Media ○ Documentary ○ Podcast ○ Images ○ Lyrics ○ Art
<u>Enduring Understanding/Big Ideas:</u> 1. Different modes of media offer students additional exposure to real life examples of critical thinking and logical reasoning. They present students with real world scenarios and allow them to work through the process of critically evaluating an essential question. 2. The evaluation and awareness of bias lets the audience understand how much validity to give a specific item or piece of evidence produced in the mentor text. 3. Students will practice utilizing a multitude of critical lenses in order to better analyze the author's motivations and/or choices.	
<u>Final Product: Bookmark Book Review</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience	Suggested Length of Time
1	Media as Argument Argument & Bias in Media	1-2 blocks
2	Recognizing Bias in Media Recognizing Bias in Media sources	1-2 blocks
3	Critical Lenses Understanding Critical Lenses	1-2 blocks

Topic 1: Media as Argument

Engaging Experience 1

Title: Argument & Bias in Media

Suggested Length of Time: 1 to 2 blocks

Standards Addressed

Priority:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: Students will read an article titled “[Media as Argument](#)” or a similar alternate academic selection and annotate for the terms of: Dialectic, Persuasion, and Rhetoric, where do you see evidence of each of these 3 terms and concepts. Tracking and then answering, 3-5 Essential Questions self-created or class-created, about their own media usage and bias.

Questions such as: What are the positives and negatives of only viewing media from one chosen bias? How important is it to an informed society to have free media of all biases? Is it possible to have media that is completely without bias? Is social media news, should it be?

Complete the above for [Media Bias article and chart for news sources](#) as well.

Topic 2: Recognizing Bias in Media

Engaging Experience 1

Title: Recognizing Bias in Media

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: Students will identify topics of interest, that have multiple perspectives. (Could use [NYT Argument topic list](#).) Students will then do a Google search/Google scholar/LMC database/Pew Research and read the top 3 results or click on “Images” to see relevant sources of visual media. Using this knowledge, students will go to [How to Recognize Bias in Media](#). Students will then rate their 3 sources of media using the Bias definition and Types of Bias List on this University of Wisconsin-Green Bay website.

Topic 3: Critical Lenses

Engaging Experience 1

Title: Understanding Critical Lenses

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text

Detailed Description/Instructions: Introduce students to different critical lenses such as Post Colonialism, Marxist, Gender, Psychoanalytical, and Queer. Students will gain a deeper understanding of texts and media by viewing them through different lenses. Students will then develop compositions that reflect a critical, analytical understanding of the text through clear reasoning. The writer will draw sophisticated, insightful inferences from concrete details to support the connected ideas of the thesis. The writing will show understanding of the critical lens applied.

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario

Students will be able write effective essays that demonstrate an understanding of critical lenses referencing a media or text of their choosing. Students will show depth of knowledge of their lens and media through their claim and supporting their claim with research and/or textual references. Paper should be approximately 4 to 6 pages in length. *(This is one of six to eight compositions completed within the course.)*

Priority Standard: 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analysis
The student will make inferences based on an analysis of what the text says explicitly.	3
	Analysis
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	2
	Apply
The student will make inferences based on analysis of where the text leaves matters uncertain.	3
	Analysis

Priority Standard: 11-12.W.3.A.b: Review, revise, and edit writing with consideration for the task, purpose, and audience. b Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader’s understanding of the text.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader’s understanding of the text.	3
	Analyze
The student will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader’s understanding of the text.	3
	Analyze

Unit 5: Literature

Subject: Comp & Read

Grade: 11-12

Name of Unit: Literature

Length of Unit: 3-4 Weeks

Overview of Unit: This unit will focus on various types of fiction to engage the student as a lifelong reader and critic of literature. The unit provides experiences in which the student will respond to types of fiction in both written and discussion-based formats. This unit also provides the students with the activities to differentiate between summary/synopsis and the analysis of fiction.

Priority Standards for unit:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Supporting Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.

<u>Essential Questions:</u> 1. How do you focus not just on the “what” in literature, but the “why” and the “how?” 2. How do you connect themes to an author’s reasoning when analyzing a text?	<u>Unit Vocabulary:</u> ● Authorial Intent ● Theme ● Context ● Exigence
<u>Enduring Understanding/Big Ideas:</u> 1. Readers will identify possible ideas for the “why” and the “how” of literature. 2. Readers will be able to identify the text’s theme, or themes and explain possible author’s reasoning for creating their piece and this connection to chosen theme. .	
<u>Final Product:</u> Bookmark Book Review <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

	Topic	Engaging Experience	Suggested Length of Time
1	Literary Analysis	Themes from a Novel	6-10 blocks
2	Theme & Authorial Intent	Analyzing Author’s Choices	1-3 blocks

Topic 1: Literature Analysis

Engaging Experience 1

Title: Themes from a Novel

Suggested Length of Time: 6-10 blocks

Standards Addressed

Priority:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Detailed Description/Instructions:

Students begin their reading of Tommy's Orange's *There There*. Using a [bank of theme statements](#), students begin to decide (first quarter of novel) which theme they would like to further investigate as they move deeper into the novel. Small group work and discussion with students who are focusing on similar themes can happen throughout their reading and evidence collection. Students are working to collect examples throughout the novel, and with differing characters, evidence that support their theme.

Topic 2: Theme and Authorial Intent

Engaging Experience 1

Title: Analyzing Author's Choices

Suggested Length of Time: 1 to 3 blocks

Standards Addressed

Priority:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Detailed Description/Instructions: In a work of fiction students need to be able to identify a work's theme through its use of symbols and/or motifs. Students will reflect and analyze on the author's thematic choices and to the overall meaning of the text. For instance, have students read an excerpt from a novel and identify the theme of the passage then expound on how the author's word choices and syntax contribute to the theme and tone.

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario

Students will write an effective analysis of a piece of fiction focusing on a major literary component. This written work could focus on the analysis of one literary element or several concerning the intent of the author, purpose of fiction or effect on reader. Utilize outside sources and critical lenses to support their claim. Paper should be approximately 4 to 6 pages in length. (*This is one of six to eight compositions completed within the course.*)

Priority Standard: 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analysis
The student will make inferences based on an analysis of what the text says explicitly.	3
	Analysis
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	2
	Apply
The student will make inferences based on analysis of where the text leaves matters uncertain.	3
	Analysis

Priority Standard: 11-12. RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine two or more themes in a text.	2
	Apply
The student will analyze the development of themes throughout a text.	3
	Analyze
The student will relate the themes in a text to human nature and the world.	2
	Apply
The student will provide an objective and concise summary of the text.	2
	Apply

Priority Standard: 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluate

The student will evaluate how the author’s use of syntax contributes to a text’s overall meaning.	3
	Evaluate
The student will evaluate how the author’s word choices contribute to a text’s tone.	3
	Evaluate
The student will evaluate how the author’s use of syntax contributes to a text’s tone.	3
	Evaluate

Unit 6: Research

Subject: Comp & Read

Grade: 11-12

Name of Unit: Research

Length of Unit: 3-4 weeks

Overview of Unit: Before this unit, students are expected to have demonstrated skill in several modes of discourse such as narration, description, exposition and argumentation. In this unit, students will begin to mix these methods to create well-reasoned and well-argued research projects which should include the creation of a written product. Students will write smaller papers (position papers) where they synthesize researched materials to lead to a reasoned conclusion. Students will also create a more formal research paper that may be up to 8 pages in length and demonstrates a clear understanding of documentation and synthesis toward a goal of proving a thesis. Students will learn the basic strategies of MLA format and learn to employ MLA to enrich and support their research. Additionally, students will learn how to create an annotated bibliography and discern merit of different sources for the same topic and argument.

Priority Standards for unit:

- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- 11-12.W.1.A.a Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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.
- 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Supporting Standards for unit:

- 11-12.RI.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

<u>Essential Questions:</u> 1. Why is it important for students to craft their research question? 2. Why do students need to learn how to effectively cite the work from other sources? 3. Why is it important for students to be able to create an effective thesis? 4. Why do students need to evaluate source material for their research papers?	<u>Unit Vocabulary:</u> ● Direct quote ● Evidence ● Paraphrase ● Research ● Summary ● Support ● Thesis ● End Citations ● MLA Documentation ● Parenthetical Citation ● Source Validity ● Annotated Bibliography
<u>Enduring Understanding/Big Ideas:</u> 1. Students should be able to research topics because it makes them more aware of what is happening in their world and makes them a more conscious consumer of information. 2. Students need to understand citation because the audience needs to understand what ideas belong to the author and what ideas the author has taken from other sources. 3. Students need to be able to create an effective thesis because it represents their ability to see their entire argument boiled down to one simple sentence they will attempt to prove through their paper. 4. Students need to recognize that not all sources are similar in value. They need to establish source credibility and recognize bias as it appears in different publications and they need to be aware of how that bias and credibility affects the source they are investigating.	
<u>Final Product: Bookmark Book Review</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

Topic		Engaging Experience	Suggested Length of Time
1	Research/Essential Question	Research Questions Inspired by Podcast	1-3 blocks
2	Annotated Bibliography	Assess Your Sources	4-6 blocks
3	Research Project	Developing Your Research Project	

Topic 1: Research/Essential Question

Engaging Experience 1

Title: Research Questions Inspired by Podcast

Suggested Length of Time: 1 to 3 blocks

Standards Addressed

Priority:

- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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.

Detailed Description/Instructions: After listening to podcast [“Dolly Parton’s America”](#) students are composing an [8 to 10 page essay](#) where they answer their research question prompted by themes and topics posed in the podcast. What is Dolly Parton’s America? Is it a world where we all coexist blissfully like at a Dolly concert and Dollywood? Is it a world where women have to play “dumb” to be successful in a male dominated world? Is it a world where you have to “code switch” to be taken seriously? It’s up to you on how you answer this question. Students will craft a question that will drive their research to use in Topic 2 and Topic 3.

Topic 2: Annotated Bibliography

Engaging Experience 1

Title: Assess Your Sources

Suggested Length of Time: 4 to 6 blocks

Standards Addressed

Priority:

- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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.

Detailed Description/Instructions: After formulating their research questions students will conduct research to help them answer their posed question. Once they have done thorough research they will assess and comment on the validity of their sources in an annotated bibliography. All of their proposed research must be included in the bibliography. The annotations will summarize, assess, and reflect on each sources value and significance for their research.

Topic 3: Research Project

Engaging Experience 1

Title: Developing Your Research Project

Suggested Length of Time: 8 to 12 blocks

Standards Addressed

Priority:

- 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- 11-12.W.1.A.a Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Detailed Description/Instructions: After listening to podcast [“Dolly Parton’s America”](#) students are composing an [8 to 10 page essay](#) where they answer their research question crafted in Topic 1’s Engaging Experience. Students need to have research and use sources from Topic 2’s Engaging Experience to support their thesis statement. Then students will take their rough drafts through the editing and revising process before turning in their final compositions.

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario

Students will write an 8–10-page, large scale research paper effectively managing multiple sources and citing those sources using MLA documentation.

In addition, students will write a 2-6-page summary of source material as it pertains to an effective argument with regard to the validity of sources. This summary could include an annotated bibliography or similar assignment where differing sources are compared or analyzed concerning merit and authority.

Priority Standard: 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate an author's argument for effectiveness.	3
	Evaluate
The student will assess whether an author's argument is valid.	3
	Evaluate
The student will assess whether an author's argument is logical.	3
	Evaluate
The student will assess whether an author's evidence is credible and relevant.	3
	Evaluate

Priority Standard: 11-12.W.1.A.a Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will conduct research to answer a question (including a self-generated question) or solve a problem.	3
	Analyze

The student will narrow or broaden research inquiry when appropriate.	2
	Apply
The student will gather multiple relevant, credible print and digital sources.	2
	Understand
The student will integrate information using a standard citation system.	2
	Understand

Priority Standard: 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather relevant information from multiple authoritative print and digital sources.	2
	Apply
The student will use advanced searches effectively.	2
	Understand
The students will assess the strengths and limitations of each source in terms of task, purpose and audience.	2
	Understand
The student will integrate information into a selection to maintain the flow of ideas.	2
	Apply

The student will avoid plagiarism and overreliance on any one source.	2
	Understand
The student will follow a standard format for citation.	1
	Understand

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyze
The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	3
	Analyze
The student will achieve a purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	3
	Analyze

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.