

Unit 4: Power of Perspective	UEQ: How does understanding the historical, cultural, and/or social context of a current human rights issue impact and influence the reader's perspective of the issue?
APPROXIMATE TIMELINE: 6-8 weeks Key vocabulary: primary and secondary sources; thesis statement/claim; annotated bibliography; summary, paraphrase, direct quote; parenthetical documentation; qualifiers; logical fallacy Grammar emphasis: subject-verb agreement; using pronouns; precise word choice Punctuation emphasis: end marks and commas; apostrophes	IDENTIFIED CORE RESOURCES: • United Nations "Universal Declaration of Human Rights" • <i>World History/U.S. History in Context, Opposing Viewpoints</i> databases • Amnesty International, Human Rights Watch, Freedom House, humanrights.gov websites • Student-selected nonfiction articles to read and analyze • Noodletools online program SUPPLEMENTAL TEXTS: • from various fiction (e.g. <i>Sold or Things Fall Apart, The Kite Runner, Persepolis</i>) • <i>The Norton Reader</i> (shorter 13th edition) • <i>Readings in World Literature</i> GRAMMAR & PUNCTUATION EXERCISES: • from various resources, including <i>Language Network</i> textbook (yellow)

PA FOCUS STANDARDS	COMMON CORE LEARNING STATEMENTS (transposed to LEQs on Lessons)	STUDENT LEARNING ACTIVITIES (will vary depending on teacher discretion based upon student ability level)
Reading Informational Text 1.2 Students read, understand, and	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or	Students will investigate current human rights issues and select a narrowed topic that is self-chosen or teacher-assigned.

respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Reading Literature 1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Writing 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Speaking and Listening 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7)	Students will create a research proposal that explains the human rights topic and how it violates the Universal Declaration of Human Rights, as well as asserts their tentative claim.
	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. (W.11-12.8) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.11-12.10)	Students will gather, assess, and evaluate the credibility and quality of nonfiction research about the human rights topic by creating an Annotated Bibliography to document their resources.
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1) Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9)	Students will determine specific relevant evidence that assists in supporting their argument/claim by creating research note cards. Students will identify what evidence is most relevant and appropriate to include in each part of the research essay.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)	Students will create an outline to plan the research essay's content and structure, revising as needed. Students will revise the thesis statement/claim, as needed. Students will revise the initial draft into a final, published essay based upon peer revision and

		teacher feedback.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: 1) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 2) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 3) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5) Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1)	Students will write an argument research essay based upon a human rights issue.

	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 (W.11-12.8)	Students will integrate research notes and ideas into the argument research essay by properly citing sources using correct MLA parenthetical documentation. Students will demonstrate understanding of MLA parenthetical documentation on a quiz. Students will review current CASHS plagiarism policy to ensure adherence and understanding.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. (L.11-12.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. (L.11-12.2) Apply knowledge of language to understand how language functions in different contexts, to make effective	Students will adhere to standard English conventions throughout the unit.

	choices for meaning or style, and to comprehend more fully when reading or listening: vary syntax for effect, consulting references for guidance as needed and apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3)	
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments of information. (W.11-12.6)	Students will use databases, websites, and word processing programs to gather research and create an argument research essay.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively: 1) 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. 2) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 3) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure hearing for a full range of positions on a topic or	Socratic Seminar ○ Using text evidence gathered throughout the unit, students will reflect on seminar questions that focus on their individual human rights topic research. ○ Students will take notes on seminar responses during discussion. ○ Students will reflect on notes and complete a self- and peer- evaluation. (RL.11-12.1, RL.11-12.10, SL.11-12.1)

	issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 4) 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. (SL.11-12.1)	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, and resolve issues of complex or contested usage, consulting references as needed. (L.11-12.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: observe hyphenation conventions and spell correctly. (L.11-12.2) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening: vary syntax for effect, consulting references for guidance as needed and apply	Students will complete exercises to demonstrate understanding and application of the conventions of standard English grammar and usage when writing or speaking, specifically focusing on subject-verb agreement, using pronouns, end marks, commas, and apostrophes.

	an understanding of syntax to the study of complex texts when reading. (L.11-12.3) *Specific technique and language standards should be delivered for this activity and throughout the unit in the form of mini-lessons that are driven by student work.	
Throughout the unit, the following Writing standards will be on-going: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)</i> <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)</i> Throughout the unit, the following Language standards will be on-going: <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies</i> <i>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i> <i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</i> <i>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</i> <i>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i> <i>(L.11-12.4)</i> <i>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)</i> Throughout the unit, the following Speaking and Listening standards will be on-going: <i>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6)</i>		

ASSESSMENT:
• Tentative Thesis/Claim • Annotated Bibliography • Research Note Cards

- Outline
- Research essay first draft
- Research essay final draft
- MLA Research & Writing quiz

VOCABULARY: (in addition to various terms deriving from readings)

1. perspective
2. compose
3. delineate
4. designates
5. satirize
6. empathize
7. elaborate
8. affiliated
9. antithesis
10. concur
11. exemplary
12. implicate
13. tentative
14. annotation
15. persuade
16. applicable
17. evaluate
18. adapt
19. proposal
20. accumulate
21. remediate
22. manuscript
23. adhere
24. synopsis
25. significance
26. indicate
27. criterion