

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Essay Writing: “This I Believe” Essay, College Essay, Scholarship Essay ✓	Unit 2: Business Communications (Essentials of Business Communication Textbook) ✓	Unit 3: Technical Writing ✓
Priority Standard(s) - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. - W.11-12.5 Develop and strengthen writing (collaboratively and individually) 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.	Priority Standard(s) - R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) - R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) - R.11-12.3 In informational texts, analyze a complex set of ideas or sequence of events and expFlain how specific individuals, ideas, or events interact and develop. (RL)	Priority Standard(s) - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. - W.11-12.5 Develop and strengthen writing (collaboratively and individually) 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.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies’ affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers.
Supporting Standard(s) - L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. b. Identify ways in which usage and conventions vary and are sometimes contested. c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster’s Dictionary of English Usage, Dictionary of American Regional English). - L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: • Use sophisticated punctuation and capitalization techniques as	Supporting Standard(s) - L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. b. Identify ways in which usage and conventions vary and are sometimes contested. c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster’s Dictionary of English Usage, Dictionary of American Regional English). - L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: • Use sophisticated punctuation and capitalization techniques as	Supporting Standard(s) - L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. b. Identify ways in which usage and conventions vary and are sometimes contested. c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster’s Dictionary of English Usage, Dictionary of American Regional English). - L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: • Use sophisticated punctuation and capitalization techniques as

appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). • Spell correctly.		appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). • Spell correctly.		appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). • Spell correctly.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level
Students need - Reading and writing level of 9th grade or above - Ability to organize/outline a collection of information - Basic computer skills to complete the written work - Grammar and Spelling skills at 9th-grade level or above and/or knowledge of how to use Google tools to check these skills.		Students need - Reading and writing level of 9th grade or above - Ability to organize/outline a collection of information - Basic computer skills to complete the written work - Grammar and Spelling skills at 9th-grade level or above and/or knowledge of how to use Google tools to check these skills.		Students need - Reading and writing level of 9th grade or above - Ability to organize/outline a collection of information - Basic computer skills to complete the written work - Grammar and Spelling skills at 9th-grade level or above and/or knowledge of how to use Google tools to check these skills.	
Students will understand (abstract ideas) Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) Ex. connections, relationships, frameworks, etc.	DOK Level
Students will understand how to - produce clear and coherent writing. - develop and strengthen writing. - plan, revise, edit, and rewrite. - create collaborative and individual writing.		Students will understand how to - cite relevant textual evidence, make inferences, identify ambiguity, and develop questions. - summarize complex texts objectively. - analyze complex ideas or events in informational texts.		Students will understand how to - produce clear and coherent writing - develop and strengthen writing - plan, revise, edit, and rewrite - create collaborative and individual writing - use technology for engaging in tasks - produce accessible experiences for specific audiences - match modes with ideas to effectively communicate with readers	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
Students will - write clear and coherent pieces that reflect cultural understanding and rhetorical authenticity (task, purpose, and audience). - collaborate effectively with peers to enhance writing quality. - plan, revise, edit, and rewrite compositions to ensure alignment with purpose and audience. - identify and address the most significant elements in writing for a specific purpose and audience.		Students will - cite relevant textual evidence to support explicit and implicit analysis. - make logical inferences and identify ambiguity in texts. - develop insightful questions for deeper understanding. - summarize complex texts and identify themes and central ideas. - analyze the development of themes and central ideas with specific details. - analyze complex ideas or events in informational texts.		Students will - write clear and coherent pieces that reflect cultural understanding and rhetorical authenticity. - collaborate effectively with peers to enhance writing quality. - plan, revise, edit, and rewrite compositions to ensure alignment with purpose and audience. - identify and address the most significant elements in writing for a specific purpose and audience. - identify and evaluate different technologies for specific rhetorical tasks. - demonstrate the ability to connect with readers	

		explain interactions and developments of individuals, ideas, or events.		- using chosen technologies. - create accessible experiences for targeted audiences through technology. - adapt modes of communication to effectively convey ideas to readers.	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
- Title - Thesis - Question/problem - Evidence - Structure - Transitions - Sources		- Communication - Context - Culture - Individualism - Adapting - Analyzing - Anticipating - Channel - Evaluating - Language - Pre-writing - Audience - Proofreading - Revising - Tone - Feedback - Encoding - Decoding - Active voice - Frontloading - Grouping - Research		- Design elements - Headings - Subheadings - Numbering - Bulleted lists - Instruction manual - Sections - Title - Introduction - Background - Equipment Instructions - Special Notices - Conclusion	

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Unit 4: The Last Lecture ✓	Unit 5: Presentation Projects ✓	Unit 6:
Priority Standard(s) • R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) • R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) • R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL)	Priority Standard(s) • W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. • W.11-12.8 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	Priority Standard(s) •
Supporting Standard(s) • R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) • W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	Supporting Standard(s) • SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation • L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. b. Identify ways in which usage and conventions vary and are sometimes contested. c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). • L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: • Use	Supporting Standard(s) •

		sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). • Spell correctly			
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level
Students need • Reading and writing level of 9th grade or above • Ability to organize/outline a collection of information • Basic computer skills to complete the written work • Grammar and Spelling skills at 9th-grade level or above and/or knowledge of how to use Google tools to check these skills.		Students need • Reading and writing level of 9th grade or above • Basic computer research skills such as Google searches and Destiny Library resources. • Ability to organize/outline researched information • Knowledge and skills with Google Slides, Canva, or other presentation platforms. • Grammar and Spelling skills at 9th-grade level or above and/or knowledge of how to use Google tools to check these skills.		•	
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level
Students will understand how to • cite textual evidence, analyze explicit and implicit text, make inferences, identify ambiguity, develop questions • summarize complex texts objectively and accurately, identify themes and central ideas, analyzing their development. • analyze the author's choices in literary texts.		Students will understand how to • conduct research projects of varying lengths to address a question or solve a problem. • adjust the scope of their inquiry as needed, synthesize information from multiple sources. • show a deep understanding of the topic being studied. • gather information from various print and digital sources. • evaluate the credibility of each source. • integrate information into their writing effectively and cite sources appropriately.		•	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
Students will • cite textual evidence that supports analysis of what the text says explicitly/implicitly. • make logical inferences from the text. • develop insightful questions for deeper understanding. • summarize complex texts objectively and		Students will • conduct short and sustained research projects. • pose and answer self-generated questions. • adjust the scope of inquiry appropriately. • synthesize information from multiple sources. • show understanding of the subject under investigation.		•	

accurately. - determine two or more themes or central ideas. - analyze the development of themes and central ideas through specific details. - analyze how authorial choices impact literary texts.		- conduct searches to gather information from multiple sources. - evaluate the source based on the task, purpose, and audience. - integrate information writing. - demonstrate proper citation practices to avoid plagiarism and overreliance on a single source.			
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
- Conflict - Context - Dialogue - Flashback - Foreshadowing - Memoir - Mood - Narrative - Nonfiction - Point of View - Sensory Details - Setting - Theme - Tone - Voice		- Purpose - Style - Digital media - Text - Introduction - Conclusion - Transitions - Cohesive structure - Google Slides - English grammar & mechanics			