

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

Unit 1: Introduction to Research	Unit 2: Mock Performance Task 1: Individual Research Report	Unit 3: Mock Performance Task 1 Team Multimedia Presentation
Priority Standard(s) - SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with 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. - R.11-12.1 (R.9-10.1) 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. - R.11-12.2 (R.9-10.2) 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. - R.11-12.3 (R. 19-10.3) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop - R.11-12.5 (R.9-10.5) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience	Priority Standard(s) - R.11-12.1 (R.9-10.1) 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. - R.11-12.2 (R.9-10.2) 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. - R.11-12.3 (R. 19-10.3) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop - R.11-12.5 (R.9-10.5) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. - R.11-12.6 (R.9-10.6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective - R.11-12.8 (R.9-10.8) Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. - R.11-12.9 (R.9-10.9) Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. - W.11-12.2 (W.9-10.2) Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly,	Priority Standard(s) - SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. 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Engage thoughtfully with 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.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. - SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - SL.11-12.4 (SL.9-10.4) 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.

appeal. • R.11-12.6 (R.9-10.6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author’s geographic location, identity, and culture affect perspective • R.11-12.8 (R.9-10.8) Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. • R.11-12.9 (R.9-10.9) Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.	supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ◦ b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic • W.11-12.3 (W.9-10.3) Create writing that utilizes: ◦ a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. ◦ b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ◦ c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • 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 (W.9-10.5) 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.11-12.7 (W.9-10.7)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	• SL.11-12.5 (SL.9-10.5)Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. . ◦ d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. - W.11-12.8 (W.9-10.8)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. - W.11-12.9 (W.9-10.9)Draw evidence from literary or informational texts to support analysis, reflection, and research. - L.11-12.1 (L.9-10.1) Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	
Supporting Standard(s) - SL.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. - SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - L.11-12.1 (L.9-10.1) Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	Supporting Standard(s) - SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible;	Supporting Standard(s) - W.11-12.7 (W.9-10.7) 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. - L.11-12.1 (L.9-10.1) Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. . a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices

	and determine what additional information or research is required to deepen the investigation or complete the task. - SL.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. - SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - L.11-12.5 (L.9-10.5) 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.	e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
Students will know (concepts)	Students will know (concepts)	Students will know (concepts)
Students will know how to: - Cite evidence from texts to support their analyses. - Summarize complex texts and identify their themes. - Analyze how ideas and events interact within informational texts. - Evaluate the structure of arguments in texts for clarity and persuasive impact. - Understand how an author's background influences their writing. - Develop criteria for assessing text quality and connecting it to broader contexts. - Effectively initiate and contribute to discussions with various partners. - Listen actively and incorporate others' ideas into their own contributions. - Prepare for discussions by researching and referencing relevant evidence. - Foster a respectful and civil discourse environment while engaging in discussions. - Pose thoughtful questions that deepen conversations and clarify	Students will know how to: - Students should learn to cite textual evidence effectively. - Summarize complex texts to identify central themes. - Analyze interactions of ideas and events in informational texts. - Evaluate the impact of structure on argument effectiveness. - Analyze how an author's perspective shapes the text. - Critically assess arguments and their supporting evidence. - Develop personal evaluative criteria to connect texts and ideas. - Write well-structured arguments and analyses using valid reasoning and sufficient evidence. - Create informative texts that clearly convey complex ideas. - Organize their writing to establish relationships between ideas. - Conduct research projects that synthesize information from multiple sources. - Draw evidence from texts to support their analyses and reflections. - Recognize and apply how language varies in different cultural and disciplinary contexts. - Analyze texts and spoken language to understand their context and purpose. - Write and edit their work according to the specific requirements	Students will know how to: - Engage in discussions with diverse partners effectively. - Prepare adequately for discussions with relevant evidence. - Foster civil discussions and reflect on group progress. - Analyze and synthesize multiple sources of information. - Evaluate speakers' viewpoints and rhetorical strategies. - Present information logically and compellingly. - Use digital media to enhance presentations. - Analyze and appreciate the role of language in diverse cultural contexts and academic disciplines. - Utilize language knowledge to improve understanding of texts and spoken communication. - Choose appropriate language and style when producing written and oral content. - Identify and apply specific formatting and citation styles relevant to different academic fields (MLA, APA)

understanding.	of different style manuals (MLA, APA).	
Students will do (skills / I can statements)	Students will do (skills / I can statements)	Students will do (skills / I can statements)
Students can - Cite evidence from texts to support their analyses. - Summarize complex texts and identify their themes. - Analyze how ideas and events interact within informational texts. - Evaluate the structure of arguments in texts for clarity and persuasive impact. - Understand how an author's background influences their writing. - Develop criteria for assessing text quality and connecting it to broader contexts. - Effectively initiate and contribute to discussions with various partners. - Listen actively and incorporate others' ideas into their own contributions. - Prepare for discussions by researching and referencing relevant evidence. - Foster a respectful and civil discourse environment while engaging in discussions. - Pose thoughtful questions that deepen conversations and clarify understanding.	Students can - Students should learn to cite textual evidence effectively. - Summarize complex texts to identify central themes. - Analyze interactions of ideas and events in informational texts. - Evaluate the impact of structure on argument effectiveness. - Analyze how an author's perspective shapes the text. - Critically assess arguments and their supporting evidence. - Develop personal evaluative criteria to connect texts and ideas. - Write well-structured arguments and analyses using valid reasoning and sufficient evidence. - Create informative texts that clearly convey complex ideas. - Organize their writing to establish relationships between ideas. - Conduct research projects that synthesize information from multiple sources. - Draw evidence from texts to support their analyses and reflections. - Recognize and apply how language varies in different cultural and disciplinary contexts. - Analyze texts and spoken language to understand their context and purpose. - Write and edit their work according to the specific requirements of different style manuals (MLA, APA).	Students can - Engage in discussions with diverse partners effectively. - Prepare adequately for discussions with relevant evidence. - Foster civil discussions and reflect on group progress. - Analyze and synthesize multiple sources of information. - Evaluate speakers' viewpoints and rhetorical strategies. - Present information logically and compellingly. - Use digital media to enhance presentations. - Analyze and appreciate the role of language in diverse cultural contexts and academic disciplines. - Utilize language knowledge to improve understanding of texts and spoken communication. - Choose appropriate language and style when producing written and oral content. - Identify and apply specific formatting and citation styles relevant to different academic fields (MLA, APA)
Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary
Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, documentary, textual evidence, civil discourse	Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, academic jargon specific to research topic	Rhetorical Choices, Argument, Claims, Evidence, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, civil discourse, academic jargon specific to research topic,

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Unit 4: Performance Task 1 Individual Research Report	Unit 5: Performance Task 1 Team Multimedia Presentation	Unit 6: Performance Task 2 Individual Written Argument
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Priority Standard(s)

- R.11-12.1 (R.9-10.1) 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.
- R.11-12.2 (R.9-10.2) 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.
- R.11-12.3 (R. 19-10.3) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop
- R.11-12.5 (R.9-10.5) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
- R.11-12.6 (R.9-10.6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author’s geographic location, identity, and culture affect perspective
- R.11-12.8 (R.9-10.8) Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.
- R.11-12.9 (R.9-10.9) Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.
- W.11-12.2 (W.9-10.2) Write text in a variety of modes:
 - a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and

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 - a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
 - b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
 - c. Propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives.
 - d. Engage thoughtfully with 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.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.
- SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 (SL.9-10.4) 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.
- SL.11-12.5 (SL.9-10.5)Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply

Priority Standard(s)

- R.11-12.1 (R.9-10.1) 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.
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 - b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,

accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic

- W.11-12.3 (W.9-10.3) Create writing that utilizes:
 - a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
 - b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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 (W.9-10.5) 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.11-12.7 (W.9-10.7)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 (W.9-10.8)Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source

this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. .

- d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

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- W.11-12.8 (W.9-10.8)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

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. - W.11-12.9 (W.9-10.9)Draw evidence from literary or informational texts to support analysis, reflection, and research. - L.11-12.1 (L.9-10.)1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.		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.11-12.9 (W.9-10.9)Draw evidence from literary or informational texts to support analysis, reflection, and research. - L.11-12.1 (L.9-10.)1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
Supporting Standard(s) - SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with 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.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the	Supporting Standard(s) - W.11-12.7 (W.9-10.7) 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. - L.11-12.1 (L.9-10.1) Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. . a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.	Supporting Standard(s) L.11-12.5 (L.9-10.5) 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.

credibility and accuracy of each source noting discrepancies among data. - SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - L.11-12.5 (L.9-10.5) 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.		
Students will know (concepts)	Students will know (concepts)	Students will know (concepts)
Students will know how to: - Students should learn to cite textual evidence effectively. - Summarize complex texts to identify central themes. - Analyze interactions of ideas and events in informational texts. - Evaluate the impact of structure on argument effectiveness. - Analyze how an author's perspective shapes the text. - Critically assess arguments and their supporting evidence. - Develop personal evaluative criteria to connect texts and ideas. - Write well-structured arguments and analyses using valid reasoning and sufficient evidence. - Create informative texts that clearly convey complex ideas. - Organize their writing to establish relationships between ideas. - Conduct research projects that synthesize information from multiple sources. - Draw evidence from texts to support their analyses and reflections. - Recognize and apply how language varies in different cultural and disciplinary contexts. - Analyze texts and spoken language to understand their context and purpose. - Write and edit their work according to the specific requirements of different style manuals (MLA, APA)	Students will know how to: - Engage in discussions with diverse partners effectively. - Prepare adequately for discussions with relevant evidence. - Foster civil discussions and reflect on group progress. - Analyze and synthesize multiple sources of information. - Evaluate speakers' viewpoints and rhetorical strategies. - Present information logically and compellingly. - Use digital media to enhance presentations. - Analyze and appreciate the role of language in diverse cultural contexts and academic disciplines. - Utilize language knowledge to improve understanding of texts and spoken communication. - Choose appropriate language and style when producing written and oral content. - Identify and apply specific formatting and citation styles relevant to different academic fields (MLA, APA)	Students will know how to: - Students should learn to cite textual evidence effectively. - Summarize complex texts to identify central themes. - Analyze interactions of ideas and events in informational texts. - Evaluate the impact of structure on argument effectiveness. - Analyze how an author's perspective shapes the text. - Critically assess arguments and their supporting evidence. - Develop personal evaluative criteria to connect texts and ideas. - Write well-structured arguments and analyses using valid reasoning and sufficient evidence. - Create informative texts that clearly convey complex ideas. - Organize their writing to establish relationships between ideas. - Conduct research projects that synthesize information from multiple sources. - Draw evidence from texts to support their analyses and reflections. - Recognize and apply how language varies in different cultural and disciplinary contexts. - Analyze texts and spoken language to understand their context and purpose. - Write and edit their work according to the specific requirements of different style manuals (MLA, APA)
Students will do (skills / I can statements)	Students will do (skills / I can statements)	Students will do (skills / I can statements)

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Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary
• Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, academic jargon specific to research topic	• Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, civil discourse, academic jargon specific to research topic	• Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, civil discourse, academic jargon specific to research topic

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

Unit 7: Performance Task 2 Presentation & Oral Defense	Unit 8: Final Exam Review	Unit 9: Novel (Just Mercy)
Priority Standard(s) - SL.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. - SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - SL.11-12.4 (SL.9-10.4) 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. - SL.11-12.5 (SL.9-10.5)Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. - L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. . d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. - W.11-12.7 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.	Priority Standard(s) - R.11-12.1 (R.9-10.1) 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. - R.11-12.2 (R.9-10.2) 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. - R.11-12.3 (R. 19-10.3) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop - R.11-12.5 (R.9-10.5) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. - R.11-12.6 (R.9-10.6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author’s geographic location, identity, and culture affect perspective - R.11-12.8 (R.9-10.8) Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. - R.11-12.9 (R.9-10.9) Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. - W.11-12.2 (W.9-10.2) Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly,	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. - R.11-12.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL) - R.11-12.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. - 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 - R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI) - R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&RL) - R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. - R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) - SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues,

	supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ◦ b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic ● W.11-12.3 (W.9-10.3) Create writing that utilizes: ◦ a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. ◦ b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ◦ c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ● 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 (W.9-10.5) 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.11-12.7 (W.9-10.7)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	listening actively, and building on others' ideas and expressing their own clearly. ◦ a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. ◦ c. Propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives. ◦ d. Engage thoughtfully with 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.
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	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. - W.11-12.8 (W.9-10.8)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. - W.11-12.9 (W.9-10.9)Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Supporting Standard(s) - L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.	Supporting Standard(s) - L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.	Supporting Standard(s) - SL.11-12.2 (SL.9-10.2) Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. - SL.11-12.3 (SL.9-10.3) Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - 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.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. d. Recognize standardized guidelines and style manuals

- exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
- L.11-12.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
 - L.11-12.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Students will know (concepts)	Students will know (concepts)	Students will know (concepts)
Students will know how to: • Evaluate different technology options and their appropriateness for specific tasks. • Use technology purposefully to enhance communication. • Recognize the impact of their technology choices on their audience and purpose. • Present information clearly and logically. • Acknowledge and address alternative or opposing viewpoints. • Organize their presentations in a manner that is easy for the audience to follow. • Adapt their presentation style based on purpose, audience, and context. • Identify different types of digital media and their purposes in presentations. • Create a presentation that incorporates at least three different types of digital media to support their findings. • Evaluate the effectiveness of the digital media used in their presentations in enhancing understanding and engagement. • Analyze how language operates within various cultural and contextual frameworks. • Use their understanding of language to enhance comprehension	Students will know how to: • Students should learn to cite textual evidence effectively. • Summarize complex texts to identify central themes. • Analyze interactions of ideas and events in informational texts. • Evaluate the impact of structure on argument effectiveness. • Analyze how an author's perspective shapes the text. • Critically assess arguments and their supporting evidence. • Develop personal evaluative criteria to connect texts and ideas. • Write well-structured arguments and analyses using valid reasoning and sufficient evidence. • Create informative texts that clearly convey complex ideas. • Organize their writing to establish relationships between ideas. • Conduct research projects that synthesize information from multiple sources. • Draw evidence from texts to support their analyses and reflections. • Recognize and apply how language varies in different cultural and disciplinary contexts. • Analyze texts and spoken language to understand their context and purpose. • Write and edit their work according to the specific requirements	Students will know how to: • Extract and cite evidence from texts to support their analyses. • Summarize texts accurately, identifying themes and analyzing their development. • Analyze character complexity and how it contributes to themes and plots. • Interpret the meaning of words and phrases, understanding their impact on tone and mood. • Evaluate how the structure of texts influences clarity and persuasive techniques. • Analyze how an author's perspective shapes meaning, considering cultural influences. • Assess arguments for validity and relevance using critical lenses. • Develop criteria for evaluating text quality and make connections to other texts and experiences. • Prepare for discussions by researching and understanding topics. • Listen actively to others and contribute meaningfully. • Use evidence to support their ideas and analyses. • Engage with questions that deepen discussions and explore

and communication skills. - Identify and apply appropriate style guidelines relevant to their field of study (MLA/APA) - Edit and revise their writing to meet disciplinary standards.	of different style manuals (MLA, APA).	various viewpoints. Recognize and synthesize diverse perspectives to enhance understanding.
Students will do (skills / I can statements)	Students will do (skills / I can statements)	Students will do (skills / I can statements)
Students can - Evaluate different technology options and their appropriateness for specific tasks. - Use technology purposefully to enhance communication. - Recognize the impact of their technology choices on their audience and purpose. - Present information clearly and logically. - Acknowledge and address alternative or opposing viewpoints. - Organize their presentations in a manner that is easy for the audience to follow. - Adapt their presentation style based on purpose, audience, and context. - Identify different types of digital media and their purposes in presentations. - Create a presentation that incorporates at least three different types of digital media to support their findings. - Evaluate the effectiveness of the digital media used in their presentations in enhancing understanding and engagement. - Analyze how language operates within various cultural and contextual frameworks. - Use their understanding of language to enhance comprehension and communication skills. - Identify and apply appropriate style guidelines relevant to their field of study (MLA/APA) - Edit and revise their writing to meet disciplinary standards.	Students can - Students should learn to cite textual evidence effectively. - Summarize complex texts to identify central themes. - Analyze interactions of ideas and events in informational texts. - Evaluate the impact of structure on argument effectiveness. - Analyze how an author's perspective shapes the text. - Critically assess arguments and their supporting evidence. - Develop personal evaluative criteria to connect texts and ideas. - Write well-structured arguments and analyses using valid reasoning and sufficient evidence. - Create informative texts that clearly convey complex ideas. - Organize their writing to establish relationships between ideas. - Conduct research projects that synthesize information from multiple sources. - Draw evidence from texts to support their analyses and reflections. - Recognize and apply how language varies in different cultural and disciplinary contexts. - Analyze texts and spoken language to understand their context and purpose. - Write and edit their work according to the specific requirements of different style manuals (MLA, APA).	Students can: - Extract and cite evidence from texts to support their analyses. - Summarize texts accurately, identifying themes and analyzing their development. - Analyze character complexity and how it contributes to themes and plots. - Interpret the meaning of words and phrases, understanding their impact on tone and mood. - Evaluate how the structure of texts influences clarity and persuasive techniques. - Analyze how an author's perspective shapes meaning, considering cultural influences. - Assess arguments for validity and relevance using critical lenses. - Develop criteria for evaluating text quality and make connections to other texts and experiences. - Prepare for discussions by researching and understanding topics. - Listen actively to others and contribute meaningfully. - Use evidence to support their ideas and analyses. - Engage with questions that deepen discussions and explore various viewpoints. - Recognize and synthesize diverse perspectives to enhance understanding.

Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary
Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, civil discourse, academic jargon specific to research topic	Rhetorical Choices, Argument, Claims, Evidence, CRAAP Test, Credibility Tier, Perspective, Lens, Bias, synthesize, evaluate, primary sources, secondary sources, peer-reviewed, academic journal, relevance, differentiate, textual evidence, cultural context/perspectives, counterclaims, civil discourse, academic jargon specific to research topic	Perspective, Speaker, Author Intent, Bias, Anecdotes, Claims, Evidence, Bibliography, Footnotes, Appendix, Setting, theme, point of view, symbolism, dialectical journal, prediction, citation, MLA, narrator, text, author, non-fiction, characterization, footnotes, point-of-view, perspective, vocab specific to chosen novel.