

BLACKLICK VALLEY

JR/SR HIGH SCHOOL

Subject: <i>Grammar and Rhetoric</i>	Grade: 12
Grade Level Summary <p><i>As they near graduation, students move towards academic independence and college-and-career readiness. Students grapple with demanding texts by integrating previously learned skills to analyze and evaluate the writer’s premise, purpose, and argument in both informational and literary text. Students conduct sustained research and engage in sharp distinctive writing while making informed decisions, solving problems, evaluating the credibility and accuracy of sources, and noting discrepancies among the resources.</i></p> <p><i>Using previously learned competencies, students master skills such as asking their own questions, solving their own problems, and leading their own class discussions. Finally, students continue to develop the skills in reading, writing, speaking, and listening to master purposeful and independent expression.</i></p>	
Grade Level Modules: <i>Module 1: Making a Difference in the Lives of others (Grade 12)</i> <i>Module 2: Pivotal Choices (Grade 12)</i> <i>Module 3: Intentions and Integrity (Grade 12)</i> <i>Module 4: Creating a Legacy</i> <i>Module 2: Adventures and Advice</i>	

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Module 1: Making a Difference in the Lives of others (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to master purposeful and independent expression. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how individuals can make the greatest difference in improving the lives of others. Key outcomes include analyzing the impact of the author's choices; evaluating how words and phrases shape meaning and tone in texts; distinguishing claims from alternate or opposing claims; developing claims and counterclaims fairly and thoroughly; creating a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; and conducting short as well as more sustained research projects to answer a question or solve a problem.

Key Skills:

Instruction will center on the essential question: How can individuals make the greatest difference in improving the lives of others?

Module Objectives:

- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly*
- *Evaluate how an author's point of view or purpose shapes the content and style of a text.*
- *Distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims*
- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument*

Concepts:

- *Point of View*
- *Text Structure*
- *Text Analysis*
- *Theme*

Competencies:

- *Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.*

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- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Evaluate the structure of texts (e.g., how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole).
- Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics

Focus Standards Addressed in this Module:

- CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.*
- CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.*
- CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; 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.*
- CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.*

Important Standards Addressed in this Module

- CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.*
- CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.*
- CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.*
- CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.*
- CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.*
- CC.1.2.11-12.J 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.*
- CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.*

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CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says

explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J 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.

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.4.11–12.T 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.

Academic Vocabulary:

Author's Choice, Tone, Topic, Task, Audience, Syntax, Transitions, Claims, Counterclaims, Bias, Narrative, Synthesize,

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> <i>(must be tied to the big ideas, essential questions and learning objectives/key skills)</i>
1. What do good listeners do? 2. How do active listeners make meaning? (How do strategic readers create meaning from informational and literary text?) 3. How do active listeners know what to believe in what they hear? (How do readers know what to believe?) 4. How do task, purpose, and audience influence how speakers craft and deliver a message?	➤ First Inaugural Address (Franklin D. Roosevelt; p. 136-141) ➤ The Universal Declaration of Human Rights (United Nations, p. 128-138) ➤ The Rise of Voluntourism (Common Core Coach, p. 166-172) ➤ Voluntourism: Pros and Cons (Common Core Coach, 158-165)	✓ Collins Type 1-3 writing ✓ Journal entries ✓ ticket out the door tasks ✓ writing assignments ✓ reflective writing ✓ summaries ✓ speech writing ✓ video prompts

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<p>5. How do speakers employ language and utilize resources to effectively communicate a message?</p> <p>6. Who is the audience? What will work best for the audience?</p> <p>7. Why do writers write? What is the purpose?</p>		
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Module 2: Pivotal Choices (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the view and opinions of his or her audience. Key outcomes include integrating and evaluating multiple sources of information presented in different media or formats; analyzing the interaction and development of a complex set of ideas; creating a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; writing with an awareness of the stylistic aspects of writing; conducting short as well as more sustained research projects to answer a question or solve a problem.

Key Skills:

Instruction will center around an essential question: What are the essential character traits and behaviors that help humans overcome adversity?

Module Objectives:

- *Integrate and evaluate multiple sources of information presented in different media or formats*
- *Analyze the interaction and development of a complex set of ideas*
- *Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome*
- *Write with an awareness of the stylistic aspects of writing*
- *Conduct short as well as more sustained research project to answer a question or solve a problem*

Concepts:

- *Text Analysis*

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- Organization for Writing
- Writing Style
- Conducting Research
- Evaluating Information

Competencies:

- *Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.*
- *Write with an awareness of the stylistic aspects of composition.*
- *Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*
- *Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*
- *Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.*

Focus Standards Addressed in this Module:

CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including self-generated question) to solve a problem; grow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. · Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Important Standards Addressed in this Module

- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.2.11–12.J 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.
- CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J 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

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important to comprehension or expression.

CC.1.4.11–12.C Demonstrate understanding of the topic or issue thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Academic Vocabulary:

Interaction, Complex, Implicit, Visually, Quantitatively, Tone, Narrative, Parallel Structure, Metaphor, Simile, Analogy, Synthesize

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> (must be tied to the big ideas, essential questions and learning objectives/key skills)
<ol style="list-style-type: none"> How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does a reader’s purpose influence how text should be read? What strategies and resources does the learner use to figure out unknown vocabulary? How do learners make decisions concerning formal and informal language in social and academic settings? 	<ul style="list-style-type: none"> ➤ Contemporary controversial issues sourced from informational and bias internet articles and news sources. ➤ Potential Topics of Study: Death Penalty, Euthanasia, Social Media, Gun Control 	<ul style="list-style-type: none"> ✓ Collins Type 1-3 writing ✓ Journal entries ✓ ticket out the door tasks ✓ writing assignments ✓ reflective writing ✓ summaries ✓ argumentative writing ✓ video prompts

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<p>8. How do grammar and the conventions of language influence spoken and written communication?</p> <p>9. How does what readers read influence how they should read it?</p>		
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Module 3: Intentions and Integrity (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the view and opinions of his or her audience. Key outcomes include evaluating how words and phrases shape meaning and tone in texts and writing with a sharp, distinct focus identifying topic, task, and audience. In addition, students conduct more sustained research and then organize their findings to answer an identified question, while using appropriate transistors and formatting to aid in comprehension.

Key Skills:

Instruction will center on an essential question: How does a person's reputation and integrity benefit or undermine their future opportunities and choices?

Module Objectives:

- Evaluate how words and phrases shape meaning and tone in texts
- Write with a sharp, distinct focus identifying topic, task, and audience.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports

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the information presented; include formatting when useful to aid comprehension

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- Conduct short as well as more sustained research project to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Concepts:

- Vocabulary
- Focus for Writing
- Organization for Writing
- Conducting Research

Competencies:

- Evaluate how words and phrases shape meaning and tone in texts.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Introduce the precise, knowledgeable claim. Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Focus Standards Addressed in this Module:

CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use

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appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding

statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. · Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. · Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.W 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Important Standards Addressed in this Module:

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.2.11–12.J 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.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Academic Vocabulary:

Tone, Topic, Task, Audience, Syntax, Transitions, Synthesize, Discrepancies, Accuracy, Credibility, Digital Media, Reasoning, Evidence, Visually, Quantitative, Orally

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<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> (must be tied to the big ideas, essential questions and learning objectives/key skills)
<ol style="list-style-type: none"> Why do writers write? What is the purpose? What does a reader look for and how can s/he find it? What makes clear and effective writing? How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? Who is the audience? What will work best for the audience? 	<p>➤ Selections from <i>Outliers: The Story of Success</i></p>	<ul style="list-style-type: none"> ✓ Collins Type 1-3 writing ✓ Journal entries ✓ ticket out the door tasks ✓ writing assignments ✓ reflective writing ✓ professional writing ✓ video prompts

Module 4: Creating a Legacy (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the views and opinions of his or her audience. Key outcomes include integrating and evaluating multiple sources of information; analyzing seminal texts; creating a smooth progression of experiences or events; writing with an awareness of the stylistic aspects of writing; and evaluating the speaker's perspective, reasoning, and use of evidence of rhetoric.

Key Skills:

Instruction will center on an essential question: How can you create a legacy?

Module Objectives:

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- Integrate and evaluate multiple sources of information

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- Create a smooth progression of experiences or events
- Write with an awareness of the stylistic aspects of writing
- Evaluate the speaker's perspective, reasoning, and use of evidence and rhetoric

Concepts:

- Diverse Media
- Evaluating Arguments
- Organization for Writing
- Writing Style
- Critical Listening

Competencies:

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- Write with an awareness of the stylistic aspects of composition.
- Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Focus Standards Addressed in this Module:

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in

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words in order to address a question or solve a problem.

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CC.1.4.11-12.H Analyze several texts based on reasoning, premises, purposes, and arguments.

CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.4.11-12.X 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 discipline-specific tasks, purposes, and audiences.

Important Standards Addressed in this Module:

CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11-12.J 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.

CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently

CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or

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characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Academic Vocabulary:

Visually, Quantitatively, Seminal text, Premises, Purpose, Argument, Tone, Narrative, Parallel Structure, Metaphor, Simile, Analogy, Tone, Speaker's Perspective

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> (must be tied to the big ideas, essential questions and learning objectives/key skills)
1. Why learn new words? 2. What strategies and resources does the learner use to figure out unknown vocabulary? 3. How does one develop and refine vocabulary?	➤ <i>Tuesdays with Morrie</i> ➤ <i>Rumble Fish</i>	✓ Collins Type 1-3 writing ✓ Journal entries ✓ ticket out the door tasks ✓ writing assignments ✓ vocabulary assignments ✓ reflective writing ✓ Socratic Seminars

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<p>4. How do strategic readers create meaning from informational and literary text?</p> <p>5. What is this text really about?</p> <p>6. How do readers know what to believe?</p> <p>7. How does a reader's purpose influence how text should be read?</p>		<p>✓ video prompts</p>
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Module 5: Adventures and Advice (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the views and opinions of his or her audience. Key outcomes include evaluating how an author's point of view or purpose shapes the content and style of a text; citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how words and phrases shape

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meaning and tone in texts; writing with a sharp distinct focus; and evaluating how the speaker's perspective, reasoning, and use of evidence and rhetoric affect credibility.

Key Skills:

Instruction will center on an essential question: Based on your own unique life experiences, what advice could you give to inspire others?

Module Objectives:

- *Evaluate how an author's point of view or purpose shapes the content and style of a text*
- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly*
- *Evaluate how words and phrases shape meaning and tone in texts*
- *Write with a sharp distinct focus*
- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect credibility*

Concepts:

- *Text Analysis*
- *Point of View*
- *Vocabulary*
- *Focus for Writing*
- *Critical Listening*

Competencies:

- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs.*
- *Evaluate how an author's point of view or purpose shapes the content and style of a text.*
- *Evaluate how words and phrases shape meaning and tone in texts.*
- *Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Introduce the precise, knowledgeable claim. Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.*
- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.*

Focus Standards Addressed in this Module:

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WRITING WITH EVIDENCE

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says

explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Important Standards Addressed in this Module

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Academic Vocabulary:

Evaluate, Style, Topic, Task, Audience, Tone, Audience, Speaker's Perspective

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> <i>(must be tied to the big ideas, essential questions and learning objectives/key skills)</i>
1. How do strategic readers create meaning from informational and literary text?	<ul style="list-style-type: none"> ➤ The Ten Commandments ➤ The Five Pillars of Islam 	<ul style="list-style-type: none"> ✓ Collins Type 1-3 writing ✓ Journal entries

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<ol style="list-style-type: none"> 2. What is this text really about? 3. How does interaction with text provoke thinking and response? 4. How do readers know what to believe in what they read, hear, and view? 5. Why do writers write? What is the purpose? 6. Who is the audience? What will work best for the audience? 	<ul style="list-style-type: none"> ➤ The Five Moral Precepts of Buddhism ➤ “Kangxi’s Sacred Edict” ➤ Bhagavad Gita ➤ “Humble and Kind” 	<ul style="list-style-type: none"> ✓ ticket out the door tasks ✓ writing assignments ✓ vocabulary assignments ✓ reflective writing ✓ Socratic Seminars
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