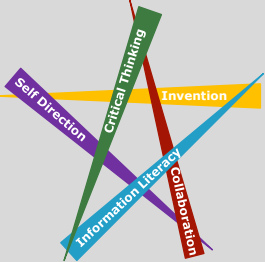## Curriculum Development Course at a Glance
Planning for 9th Grade Reading, Writing, and Communicating

Content Area	Reading, Writing, and Communicating		Grade Level	9th Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)		GLE Code
1. Oral Expression and Listening	1.	Oral presentations require effective preparation strategies	RWC10-GR.9-S.1-GLE.1
	2.	Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention	RWC10-GR.9-S.1-GLE.2
2. Reading for All Purposes	1.	Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison	RWC10-GR.9-S.2-GLE.1
	2.	Increasingly complex informational texts require mature interpretation and study	RWC10-GR.9-S.2-GLE.2
3. Writing and Composition	1.	Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language	RWC10-GR.9-S.3-GLE.1
	2.	Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support	RWC10-GR.9-S.3-GLE.2
	3.	Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions	RWC10-GR.9-S.3-GLE.3
4. Research and Reasoning	1.	Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions	RWC10-GR.9-S.4-GLE.1
	2.	Effective problem-solving strategies require high-quality reasoning	RWC10-GR.9-S.4-GLE.2

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Text Complexity

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Posing Questions and Solving Problems	4-6 weeks	1
Recognizing Patterns in Stories	4-6 weeks	2
Uncovering Context	4-6 weeks	3
Seeking Justice	4-6 weeks	4
Exploring Diverse Perspectives	4-6 weeks	5

Unit Title	Posing Questions and Solving Problems		**Length of Unit**	4-6 weeks

Focusing Lens(es)	Inquiry Problem-Solving	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2	RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	- Is inquiry about changing my own views or changing the views of others? - Can all problems in our world be resolved? - What does it take to change someone's ideas and actions?			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**	**In reading:**	**In writing:**	
	points of view, solution, issues, choices, inquiry	analysis, questioning, sources/evidence, choices, evaluation, collaboration, decision-making, problem-solving, self-reflect, reasoning	process/plan for inquiry, synthesis, position/claim, argument, feedback, choices, evaluation, collaboration, decision-making, problem-solving, reflect, reasoning	

Generalizations **My students will Understand that…**	**Guiding Questions**	
	Factual	**Conceptual**
Effective problem-solving relies upon consideration of a variety of options derived from the evaluation of multiple sources. (RWC10-GR.9-S.2-GLE.2-EO.c) and (RWC10-GR.9-S.2-GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.h) and (RWC10-GR.9-S.4-GLE.1-EO.a.d)	Which options for solving [your selected] problem are presenting in the texts you've read? How much evidence should I consider before deciding on a solution to this problem?	Why do different individual/authors propose different solutions to the same problem?
Thoughtful research questions and a plan for inquiry provide the foundation for developing a more complex understanding of an issue. (RWC10-GR.9-S.1-GLE.2-EO.a) and (RWC10-GR.9-S.4-GLE.2-EO.a.c)	What are the steps in your plan for inquiry? Why?	How does questioning change the way we interact with issues and ideas? How does collaboration enrich our process of inquiry?
Self-reflection often leads to more meaningful inquiry and the refinement of an individual's problem-solving process. (RWC10-GR.9-S.4-GLE.2-EO.a.c.d)	Based on what happened today, what will you change for tomorrow?	Why is self-reflection important? How do I become a self-reflective learner?

Written and spoken arguments that propose solutions must draw upon organized, well-supported reasoning to increase their persuasive potential/capacity. (RWC10-GR.9-S.1-GLE-1-EO.c.e) and (RWC10-GR.9-S.1-GLE.2-EO.c) and (RWC10-GR.9-S.3-GLE.2-EO.a)	What does it mean to support a position with reasoning? What strategies are you using to organize your ideas?	What does it mean for reasoning to be well-supported? Why are some solutions we present accepted by others while other solutions are not?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Reading and note-taking strategies, such as outlining, mapping systems, skimming, scanning, key word search (RWC10-GR.9-S.2-GLE.2-EO.e) • Difference between primary and secondary sources (RWC10-GR.9-S.4-GLE.1-EO.a.d) • Criteria for evaluating information from a variety of sources include diverse media and formats (RWC10-GR.9-S.1-GLE.2-EO.g) and (RWC10-GR.9-S.2-GLE.2-EO.c) • Strategies for effective collaboration (RWC10-GR.9-S.1-GLE.2-EO.a) • Criteria used to evaluate thinking or reasoning, such as purpose, question at issue; points of view; implications and consequences; inferences; and assumptions (RWC10-GR.9-S.4-GLE.2-EO.a) • Potential steps of an inquiry-based research process (RWC10-GR.9-S.4-GLE.2-EO.a.c) • Strategies for connecting solutions (claims), reasoning, and evidence. (RWC10-GR.9-S.1-GLE.1-EO.c) and (RWC10-GR.9-S.3-GLE.2-EO.a) • Effective audience and oral delivery skills (RWC10-GR.9-S.1-GLE.1-EO.b.e) • Effective listening skills (RWC10-GR.9-S.1-GLE.2-EO.c) • Criteria for evaluating writing (e.g., checklists, scoring guides, mentor texts, rubrics) (RWC10-GR.9-S.3-GLE.1-EO.e) • Characteristics of phrases and clauses (RWC10-GR.9-S.3-GLE.3-EO.a) • Strategies for creating effective, correctly punctuated sentences (e.g., sentence combining, sentence imitation) (RWC10-GR.9-S.3-GLE.3) • Strategies for editing for capitalization, punctuation, and spelling	• Evaluate clarity and accuracy of information through investigation and the analysis of other sources. (RWC10-GR.9-S.2-GLE.2-EO.c) • Use flexible reading and note-taking strategies to organize information and make connections within and across informational texts. (RWC10-GR.9-S.2-GLE.2-EO.e) • Integrate information from different sources, including primary and secondary sources, to research and complete a project (RWC10-GR.9-S.4-GLE.1-EO.a.d) • Work with peers to support one another in the decision-making and inquiry processes. (RWC10-GR.9-S.1-GLE.2-EO.a.) • Pose questions to drive an inquiry-based research process. (RWC10-GR.9-S.4-GLE.2-EO.a.c) • Analyze and reflect on one's reasoning and the reasoning of others (RWC10-GR.9-S.4-GLE.2-EO.a) • Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process (RWC10-GR.9-S.4-GLE.2-EO.d) • Craft a written argument to support a solution, using valid reasoning and relevant and sufficient evidence. (RWC10-GR.9-S.1-GLE.1-EO.c) and (RWC10-GR.9-S.3-GLE.2-EO.a) • 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 (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.3-EO.a.c) • Present one's solution orally, using effective audience and oral delivery skills and incorporating diverse media or formats. (RWC10-GR.9-S.1-GLE.1-EO.b.e) and (RWC10-GR.9-S.1-GLE.2-EO.g) • Listen critically to the arguments of peers, evaluate the quality of their reasoning and evidence, and give verbal and nonverbal feedback to the speaker. (RWC10-GR.9-S.1-GLE.1-EO.b) and (RWC10-GR.9-S.1-GLE.2-EO.c) and (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.4-GLE.2-EO.a) • Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences (RWC10-GR.9-S.3-GLE.3-EO.a.ii)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	I utilized the comprehension and critical thinking strategies of analyzing, questioning, evaluating, and synthesis in order to support my inquiry-based research process. When arguing for specific solutions/claim, I support my reasoning with a variety of evidence, including primary and secondary sources.
Academic Vocabulary:	analyzing, questioning, evaluating, synthesizing, inquiry-based process, primary and secondary sources, reasoning, sources/evidence claim, argument feedback, choices, collaboration, decision-making, problem-solving, self-reflection, points of view, solution, issues, choices, critical listening
Technical Vocabulary:	diverse media or formats phrases, clauses, conventions of standard English

Unit Title	Patterns in Literature/Patterns in Life			Length of Unit	4-6 Weeks

Focusing Lens(es)	Patterns Stories	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2		RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1
Inquiry Questions (Engaging-Debatable):	• Why do stories written over time continue to reflect the same patterns and ideas? (RWC10-GR.9-S.2-GLE.1-EO.c) • How can I tell the difference between authors who copy other's ideas and authors who are inspired by other's ideas? • Why do stories exist? Why do they continue to engage and enthrall?				
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning				
Concepts	**In content:**		**In reading:**		**In writing:**
	Theme, choice, patterns, context, repetition, stories		sequencing, summarizing, determining importance, visualizing, connecting, analyzing, comprehension, communication, transformation, narration, craft, structures, experiences, character, literary analysis		sequencing, summarizing, determining importance, visualizing, connecting, comprehension, communication, transformation, narration, craft, choices, structures, experiences, character, conventions

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Patterns and themes represented in stories of past help society make sense of shared experiences in the present. (RWC10-GR.9-S.2-GLE.1-EO.a)	How are the experiences of characters in this text similar and different to your own? What themes or topics in this text are connected to themes we have seen in other texts? What source material did this author draw upon? How do you know?	What experiences are shared across cultures, places, and times? Why do we see patterns in stories?
The transformations of characters help readers understand the powerful effects of conflict. (RWC10-GR.9-S.2-GLE.1.EO.a.b)	What do changes in characters tell us, as readers? What is internal and external conflict?	Is internal or external conflict more interesting? Why?
Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections (RWC10-GR.9-S.3-GLE.3)	What effect did this text have on your as a reader, and how did the author create this particular effect? What sequencing techniques did this author use? (e.g.- chronological/flashbacks – etc.) What did you visual when reading this text?	Why must readers understand the methods authors use in creating a text? How did visualizing support your comprehension? Why is it the reader's responsibility to draw upon writers' clues to build comprehension?

The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others. (RWC10-GR.9-S.2-GLE.2-EO.d)	Where did you find _____ [literary devices] in this text, and why was the impact of this particular literacy device? What was the author intending to accomplish?	Why do we create shared language and terminology within a discipline?
Writers attend to the conventions of language in order to establish credibility and communicate effectively. (RWC10-GR.9-S.3-GLE.3.EO.a)	Can you recognize comma splices and fused sentences in your writing?	How does the way a writer crafts sentences impact the understanding of a reader?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
- Characteristics that distinguish literary forms and genres (RWC10-GR.9-S.2-GLE.1-EO.e) - How an author's choices concerning the structure of a text, the order events within the text (e.g. parallel plots), and the manipulation of time (e.g. pacing, flashbacks) create mystery, tension, or surprise. (RWC10-GR.9-S.2-GLE.1-EO.c) - Examples and methods of creating complex characters (e.g. those with multiple or conflicting motivations) (RWC10-GR.9-S.2-GLE.1) - Specifics of effective technique, well-chosen details, and well-structured event sequences in texts. (RWC10-GR.9-S.3-GLE.1-EO.a)	- Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience. (RWC10-GR.9-S.3-GLE.1-EO.b) - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RWC10-GR.9-S.2-GLE.1-EO.a) - Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details. (RWC10-GR.9-S.3-GLE.1) - Use verbal and nonverbal techniques to communicate information (RWC10-GR.9-S.1-GLE.1-EO.b) - Demonstrate command of the conventions of standard English (e.g. capitalization, punctuation, and spelling when writing)(RWC10-GR.9-S.3-GLE.3.EO.a) (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RWC10-GR.9-S.2-GLE.1-EO.f) - 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. (RWC10-GR.9-S.3-GLE.3.EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Authors construct specific verbal and nonverbal forms of communication as a means of revealing characters to their audience.*
Academic Vocabulary:	Analyze, synthesize, deconstruct, context, determine, verbal & nonverbal communication, audience, sequencing, substantive
Technical Vocabulary:	Phrases, clauses, conventions, writer's craft

Unit Title	Uncovering context		**Length of Unit**	4-6 weeks
Focusing Lens(es)	Context Communication	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2	RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	- Which of the elements of context are more important for writers to consider: subject, purpose, audience, or situation? - Are appeals based on logic, emotion, and ethics equally effective? - Why have some genres existed the test of time and others haven't? Why and how are new genres developed? - Why are some means of communication effective and other means of communication ineffective?			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**		**In reading:**	**In writing:**
	Rhetoric, context, perspective, point of view, rhetoric, choices, communication		Communication, evaluate, determine importance, relevance, genre, context (purpose, subject, audience, and situation), mode (expository, narrative, persuasive, descriptive), perspective, point of view, rhetorical appeals (emotional, logical, and ethical), choices, voice, style, tone	mode (expository, narrative, persuasive, descriptive), perspective, point of view, rhetorical appeal (emotional, logical, and ethical), choices , conventions, voice, style, and tone

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
The analysis of authors' intended purposes and points of view helps readers better understand the choices authors' make and the intended impact of those choices. (RWC10-GR.9-S.2-GLE.2-EO.a.b.d) and (RWC10-GR.9-S.3-2-EO.a)	Who was the author's intended audience and what was he/she trying to accomplish? What specific choices did this author make around appeals, selection of details, and language?	Why must an author consider context as they create a text?
A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact**.** (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f)	What different modes are present in the text you are reading?	How would the use of multiple modes impact the reader? How do the characteristics of a genre dictate the mode and formality to be used?

The choice of an appropriate genre for writing requires a close evaluation of context. (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b)	What are your audience's beliefs, points of view, and perspectives? How do you know? What genre have you selected, and why did you make that decision?	How closely does an author need to analyze context in order to communicate effectively?
Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience. (RWC10-GR.9-S.3-GLE.2-EO.a.vii.viii) and (RWC10-GR.9-S.4-GLE.1-EO.c)	What decisions are you making about style, voice, and tone in your own writing, and why are you making those decisions? What is the style, voice, and tone of the text you have just read? What can you infer about the author's choices?	Why and how should the needs of an audience impact the choices of an author? How should language and word choice change based on different situation?
Writers attend to the conventions of language in order to establish credibility and communicate effectively. (RWC10-GR.9-S.3-GLE.3-EO.a)	What parts of this text most effectively communicate the author's perspective?	How does using conventional language establish credibility? How is communication impacted by conventions and grammar?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
- Point of view (RWC10-GR.9-S.2-GLE.2-EO.i) - Strategies for selecting the most relevant evidence to support analysis (RWC10-GR.9-S.2-GLE.2-EO.i) - Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective) (RWC10-GR.9-S.4-GLE.1-EO.c) - Models and characteristics of rhetorical appeals (emotional, logical, and ethical) (RWC10-GR.9-S.3-GLE.2-EO.a.vii) - Definition and aspects of context (purpose, subject, audience, situation) (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO.b) - Definition and aspects of mode (expository, narrative, persuasive, descriptive) (RWC10-GR.9-S.2-GLE.2-EO.f) - Definition and aspects of genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) - The differences between purpose, mode, and genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f.i) and (RWC10-GR.9-S.3-	- Determine an author's point of view and purpose, drawing upon specific evidence as support. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h.i) - Evaluate an author's selection and use of information; determine which pieces of information are most important for comprehending a text. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h) and (RWC10-GR.9-S.4-GLE.1-EO.c) - Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose. (RWC10-GR.9-S.2-GLE.2-EO.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii) - Identify modes in texts, and critique authors' choice of these modes to convey their point of view or message. (RWC10-GR.9-S.2-GLE.2-EO.f) - Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b.c). - Select the more important evidence, considering specific criteria and the context of the communication (RWC10-GR.9-S.4-GLE.1-EO.c) - Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view. (RWC10-GR.9-S.3-GLE.2-EO.a.vii)

GLE.2-EO.a.iv) • Strategies for revision (e.g., gather feedback from peers and adults; read text aloud; reverse outlining to check for coherence, highlighting different ideas and structures) (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b)	and (RWC10-GR.9-S.3-GLE.3-EO,b) • Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected (RWC10-GR.9-S.3-GLE.2-EO.a.viii) and (RWC10-GR.9-S.3-GLE.3-EO.c) • Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone (RWC10-GR.9-S.3-GLE.1-EO.c) • Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c) • Edit own writing to create credibility as an author and meet the readers' expectations. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*After analyzing the context of my communication, I choose to craft a piece in the _____ genre because _____ .* *In _____ text, I identified examples where the author used logical, emotional, and ethical appeals to attempt to convince me to adapt he/her point of view.* *The purpose of a piece of writing is specific and complex; modes (such as exposition, argumentation, narration, and description) can be used together to accomplish this purpose.*
Academic Vocabulary:	evaluating, determining importance, relevance, perspective, point of view, choices, context
Technical Vocabulary:	genre, mode, rhetorical appeal, formal English, voice, style, tone, conventions

Unit Title	Seeking and defining Justice			Length of Unit	4-6 weeks	

Focusing Lens(es)	Justice Argumentation	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2	RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• Is there any power greater than the ability to influence people's opinions? (RWC10-GR.9-S.1-GLE.1-EO.c.d) and (RWC10-GR9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.) • Are justice and equality synonymous?

Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	points of view, fairness, justice, equality, equity, argumentation, debate	analysis, questioning, synthesis, sources, evidence, evaluation, reasoning, researching, connections, attitudes, actions, beliefs, arguments, perceptions	position/claim, counterclaim, argument, support, tone, audience, feedback, _evaluation, reasoning, presentation

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.. (RWC10-GR.9-S.1-GLE.1-EO.c.d) and (RWC10-GR9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.)	What evidence do you have to support your claim? What steps will you take to check the accuracy of your claims?	How do you know when a claim is supported by enough evidence? How does knowing your audience help in determining what types of support and reasoning will be most effective in changing their opinions?
Arguments for change/justice increase their effectiveness and potential for impact through powerfully justified and reasoned positions. (RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.e) and (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.1-EO.a)	What is the difference between equality and equity? What is meant by the term justice?	How can well-formed arguments implement societies? Why is justice important?
The anticipation of opposing claims and their potential rationale can increase a speaker's or writer's ability to construct an effective argument. (RWC10-GR.9-S.3-GLE.2.EO.a)	What are the opposing claims for your argument? What support might your opponents use to support their claims?	What methods should one employ to determine potential opposing points of view? How does the tone of counterclaims differ from the tone of claims?

In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims. (RWC10-GR.9-S.1-GLE.2-EO.b.e) and (RWC10-GR.9-S.2-GLE.1-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.g.)	Describe a time someone (or yourself) made claims that were not supported by relevant evidence? Does this argument contain any individual claims that aren't sound?	Do effective arguments (those that institute change) ever contain poor individual claims? Can you think of any?
Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience. (RWC10-GR.9-S.3-GLE.3-EO.a)	What needs to be included to make sure you have written a complete sentence?	How does using conventional language establish credibility? How does the formation of more fluid, varied sentences impact an author's ability to persuade an audience?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
- Organizational skills for arguments (RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.d) - Criteria for evaluating evidence and arguments for validity, relevance, accuracy, sufficiency (RWC10-GR.9-S.2-GLE.1.EO.a) and (RWC10-GR.9-S.1.GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.g.) - Effective audience and oral delivery skills for persuasion (RWC10-GR.9-S.1-GLE.1-EO.e) - Claims and counterclaims in relation to persuasive presentations (RWC10-GR.9-S.3-GLE.2-EO.a) - Note taking strategies for following speakers' arguments (RWC10-GR.9-S.1-GLE.2-EO.b) - Fallacious reasoning in texts (RWC10-GR.9-S.2-GLE.2-EO.g) - Transitional elements that create cohesion and clarity of relationships (RWC10-GR.9-S.3-GLE.2-EO.a) - Punctuation rules for colons, semicolons, quotation marks, etc (RWC10-GR.9-S.3-GLE.3-EO.a)	- Write and present an effective argument relating to a topic that addresses the idea of justice. - Use valid reasoning along with relevant and sufficient evidence from a variety of sources to support a position (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.g) and (RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.c) - Present an argument in in a well-organized manner, including using a concluding statement that follows from and supports the argument presented.(RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.d) - Use words, phrases, and clauses to create cohesion and clarification of relationships between claims and reasons, reasons and evidence, and claims and counterclaims. (RWC10-GR.9-S.3-GLE.2) - Use effective audience and oral delivery skills to persuade an audience.(RWC10-GR.9-S.1-GLE.1-EO.e) - Evaluate evidence and arguments using a set of criteria.(RWC10-GR.9-S.2-GLE.1-EO.a) and (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S1-GLE.2-EO.b) - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.(RWC10-GR.9-S.2-GLE.1-EO.a) - Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.(RWC10-GR.9-S.3-GLE.2.EO.a) - Follow speakers' arguments as they develop, taking notes when appropriate.(RWC10-GR.9-S.1-GLE.2) - Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning. (RWC10-GR.9-S.2-GLE.2-EO.g) - Incorporate quotations into support for claims; punctuate correctly using colons. (RWC10-GR.9-S.3-GLE.3-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*In order to evaluate an argument effectively, one must determine the validity of reasoning and support for claims and counterclaims and identify any instances of fallacious reasoning.*
Academic Vocabulary:	points of view, fairness, justice, equality, equity, analysis, questioning, synthesis, sources, evidence, delineation, evaluation,, researching, connections, arguments, perceptions, reasoning
Technical Vocabulary:	Rhetoric/rhetorical techniques

Unit Title	Exploring Diverse Perspectives		Length of Unit	4-6 weeks	
Focusing Lens(es)	Diversity Perspective	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2		RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• Does everyone's opinion really count? • How does a speaker's personal history impact his/her point of view? (RWC10-GR.9-S.1.GLE.2.IQ.1)		
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning		
Concepts	**In content:**	**In reading:**	**In writing:**
	Diversity, experiences, values, beliefs, relevance, fairness, significance, bias, opinions, expectations, central idea, point of view, culture assumptions, cultural perspectives, social perspective, world views, stereotypes, judgments, experience(s)	Analysis, summary, social perspective/context, world views, central idea, point of view, perspective, motive	relevance, significance, word choice, sources, perspective, research, motive

Generalizations **My students will Understand that…**	**Guiding Questions**	
	Factual	**Conceptual**
Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. (RWC10-GR.9-S.2-GLE.1.EO.d) and (RWC10-GR.9-S.1.GLE.2.EO.f) and (RWC10-GR.9-S.3.GLE.2.EO.v) and (RWC10-GR.9-S.4-GLE.1.EO.b)	What examples of cultural perspective are found in this text? How does this character's social life differ from yours?	How might individuals with different cultural and social backgrounds view the same incident or experience differently? Why might previously held assumptions be proven incorrect when one considers cultural and social background differences?
Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. (RWC10-GR.9-S.4-GLE.2-EO.b) and (RWC10-GR.9-S.1-GLE.2.EO.a) and (RWC10-GR.9-S.4-GLE.1.EO.b)	What different beliefs about a topic do members of your group hold? What new ideas did your group generate that you would not have generated on your own?	Why do norms need to be in place in order for collaboration between people with diverse perspectives to be conducted respectfully?

The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. (RWC10-GR.9-S.4-GLE.1.2)	How did collaborating with members of your group change your previously-held opinions about individuals within your group?	How are stereotypes established?
Diverse media enhances the presentation of ideas and access to multiple audiences. (RWC10-GR.9-S.1-GLE.1.EO.f) and (RWC10-GR.9-S.3-GLE.3.EO.d)	What types of media would enhance your presentation? Who are your readers, and why is that important to the types of media your incorporate?	What are the benefits of incorporating diverse media into a presentation?
Writers attend to the conventions of language so as to establish credibility and more effectively persuade an audience. (RWC10-GR.9-S.3-GLE.3-EO.a)	What role do conventions of language play in trying to persuade an audience?	How does using conventional language establish credibility? How does the formation of more fluid, varied sentences impact an author's ability to persuade an audience?

Critical Content:	**Key Skills:**
My students will **Know**…	My students will be able to (**Do**)…
- Technology to produce, publish, and update individual or shared writing products (RWC10-GR.9-S.3-GLE.3.EO.d) - Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication (RWC10-GR.9-S.1-GLE.2) - Examples of point(s) of view or cultural experience in literature from outside the United States (RWC10-GR.9-S.2-GLE.1-EO.a) - The role of a central idea and its development over the course of a text(RWC10-GR.9-S.2-GLE.2)	- Integrate information from different sources to research and complete a project. (RWC10-GR.9-S.4-GLE.1) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (RWC10-GR.9-S.1-GLE.2-EO.a) - Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. (RWC10-GR.9-S.4-GLE.2) - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (RWC10-GR.9-S.3-GLE.2-EO.a) - 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. (RWC10-GR.9-S.1-GLE.1-EO.f) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (RWC10-GR.9-S.1-GLE.1-EO.a)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	Martin Luther King uses sound reasoning and appeals to the audience's sense of justice in order to maximize the effectiveness of his perspectives.
Academic Vocabulary:	Claims, reasoning, evidence, analysis, assess, strategic, refine (refining), initiate, adapt, demonstrate,
Technical Vocabulary:	Theme, character development, motif