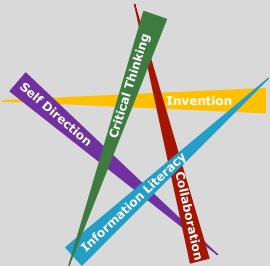


**Curriculum Development Course at a Glance  
Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Content Area</b>	Reading, Writing, and Communicating	<b>Grade Level</b>	11 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Oral Expression and Listening	1. Verbal and nonverbal cues impact the intent of communication	RWC10-GR.11-S.1-GLE.1	
	2. Validity of a message is determined by its accuracy and relevance	RWC10-GR.11-S.1-GLE.2	
2. Reading for All Purposes	1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning	RWC10-GR.11-S.2-GLE.1	
	2. Ideas synthesized from informational texts serve a specific purpose	RWC10-GR.11-S.2-GLE.2	
	3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts	RWC10-GR.11-S.2-GLE.3	
3. Writing and Composition	1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience	RWC10-GR.11-S.3-GLE.1	
	2. Elements of informational and persuasive texts can be refined to inform or influence an audience	RWC10-GR.11-S.3-GLE.2	
	3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity	RWC10-GR.11-S.3-GLE.3	
4. Research and Reasoning	1. Self-designed research provides insightful information, conclusions, and possible solutions	RWC10-GR.11-S.4-GLE.1	
	2. Complex situations require critical thinking across multiple disciplines	RWC10-GR.11-S.4-GLE.2	
	3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence	RWC10-GR.11-S.4-GLE.3	



**Colorado 21<sup>st</sup> 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**



Qualitative      Quantitative  
Reader and Task

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
The Power of Story	4-6 weeks	
Developing a New Perspective	4-6 weeks	
Language and Power	4-6 weeks	
Navigating an Argument	4-6 weeks	
Researching our World: Gathering and evaluating information	4-6 weeks	

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	The Power of Story		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Heroism/Oral Tradition	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.10-S.2-GLE.1 RWC10-GR.10-S.2-GLE.2 RWC10-GR.10-S.2-GLE.3 RWC10-GR.10-S.3-GLE.1	RWC10-GR.10-S.3-GLE.2 RWC10-GR.10-S.4-GLE.1 RWC10-GR.10-S.4-GLE.2 RWC10-GR.10-S.4-GLE.3
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does literature of the past reflect the ideas and values of the present? (RWC10-GR.10-S.2-GLE.1)</li> <li>• Is it possible to be completely objective analyzing ideas? Explain.</li> <li>• Are all new stories just a recycling of older ideas?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Text, literature, topic, source, definition, bias, logic, narrative	Analysis, theme, word meaning, objective, subjective, facts, audience, point of view, characterization, plot	Development, theme, objective, details, audience, pacing, dialogue, tone	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical texts from the same time period provide understanding of the prevalent themes and topics of that time. (RWC10-GR.10-S.2-GLE.1-EO.c.ii), (RWC10-GR.10-S.4-GLE.1-EO.f.ii) and (RWC10-GR.10-S.2-GLE.1-EO.a.ii)	What are the benefits in comparing fictional and non-fictional accounts of historical events?	How do different translations of the text change the author's intended tone? (RWC10-GR.10-S.2-GLE.1-EO.c.i)
Personal beliefs and biases influence reactions to the viewpoint and logic of others (RWC10-GR.10-S.4-GLE.2-EO.e)	Which protagonist best reflects the heroic values of today? (RWC10-GR.10-S.2-GLE.1-EO.a.ii) and (RWC10-GR.10-S.2-GLE.2-EO.a.ii)	Is knowledge of author's intent important when studying a text? (RWC10-GR.10-S.2-GLE.2-EO.b.ii)
Quality reasoning requires humility and empathy (RWC10-GR.10-S.4-GLE.3-EO.c)	Where in the text do we find an appeal to universal themes? (RWC10-GR.10-S.4-GLE.3-EO.d)	To what extent is it important to consider other points of view in an argument? (RWC10-GR.10-S.4-GLE.3-EO.a)
Narrative writing develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured sequences. (RWC10-GR.10-S.3-GLE.1-EO.a)	Is the connotation of hero applied differently between the stories? Explain using text-based examples to support your claim. (RWC10-GR.10-S.2-GLE.3-EO.b) and (RWC10-GR.10-S.3-GLE.2.b.ii)	How does fiction reflect the beliefs of a society?

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters. (RWC10-GR.10-S.3-GLE.1-EO.a.ii)	What importance does a conclusion have on overall understanding of a story? (RWC10-GR.10-S.3-GLE.1-EO.a.v)	How does characterization help clarify the theme of the novel?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The reasons why r questions require precision and clarity (RWC10-GR.11-S.4-GLE.1-EO.c)</li> <li>• Examples and characteristics of quality research projects (RWC10-GR.11-S.4-GLE.1-EO.a)</li> <li>• The role of multiple sources in quality research (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Various methods for analyzing sources for strengths and limitations (RWC10-GR.11-S.4-GLE.1-EO.b) and (RWC10-GR.11-S.4-GLE.3-EO.b)</li> <li>• The connections between the integration of Information and the flow of ideas (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Strategies for including claims and counterclaims that anticipate the audience’s knowledge level, concerns, values, and biases (RWC10-GR.11-S.3-GLE.2-EO.a.ii)</li> <li>• Indicators of credibility and reliability of sources (RWC10-GR.11-S.4-GLE.1-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup> century foundational works (RWC10-GR.10-S.2-GLE.2-EO.c.ii)</li> <li>• Use text features and graphical representations to complement comprehension and critical analysis of a text (RWC10-GR.10-S.2-GLE.2-EO.b.ii)</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words (RWC10-GR.10-S.2-GLE.3-EO.b.)</li> <li>• Consult reference materials for vocabulary understanding (RWC10-GR.10-S.2-GLE.3-EO.b.ii) and (RWC10-GR.10-S.2-GLE.3-EO.b.iv)</li> <li>• Explain how individuals, ideas, or events develop over the course of a text (RWC10-GR.10-S.2-GLE.2-EO.a.ii)</li> <li>• Determine two or more themes or ideas of a text and analyze their development over the course of a text (RWC10-GR.10-S.2-GLE.1-EO.a.ii)</li> <li>• Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience (RWC10-GR.10-S.3-GLE.2-EO.b.ii)</li> <li>• Write narratives s(RWC10-GR.10-S.3-GLE.1-EO.a)</li> <li>• Create a smooth progression of events or experiences (RWC10-GR.10-S.3-GLE.1-EO.a.i)</li> <li>• Use narrative techniques (RWC10-GR.10-S.3-GLE.1-EO.a.ii)</li> <li>• Use 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 (RWC10-GR.10-S.3-GLE.1-EO.a.ii)</li> <li>• Provide a conclusion that follows from the course of the narrative (RWC10-GR.10-S.3-GLE.1-EO.a.v)</li> <li>• Analyze the impact of specific word choices on meaning and tone (RWC10-GR.10-S.2-GLE.1-EO.b.)</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Harper Lee’s demonstrates the underlying social inequality of America by using the point of view of children and their innocence as a contrast to the indifference of adult society.</i>  <i>A well written narrative structures itself to convey multiple themes clearly.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Inquiry, verify, genre, minority, society, context, analyze, evidence, class structures, critique, inference, substantiate, validity, evaluate, theme, perspective, criticism, context</p>
<p><b>Technical Vocabulary:</b></p>	<p>Writing process, resolution, tone, point of view, style, symbolism, irony, theme, imagery, voice, word choice, rhetoric, sentence variety, diction, literary movements, denotation, connotation, Romanticism, Transcendentalism, Modernism,</p>

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Developing a New Perspective		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Perspectives/ Diversity	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.11-S.1-GLE.2 RWC10-GR.11-S.2-GLE.1 RWC10-GR.11-S.2-GLE.2	RWC10-GR.11-S.3-GLE.2 RWC10-GR.11-S.3-GLE.3 RWC10-GR.11-S.4-GLE.1 RWC10-GR.11-S.4-GLE.3
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>In a technologically dominated world, does the printed word still have a place? (RWC10-GR.11-S.4-GLE.3)</li> <li>With the internet giving voice to a multitude of ideas and opinions, how do we decide where the truth resides?</li> <li>How do we decide which ideas are most worthwhile?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Evaluate, sources, inquiry, integration, media, data, fairness, quality, values, diversity	Research, purpose, audience, logic, bias, text, analysis, argument	Evaluate, revision, clarity, audience, logic, claims, evidence, inference, feedback	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Research projects answer thoughtful questions and demonstrate understanding of a subject (RWC10-GR.11-S.4-GLE.1-EO.a)	What significant historical events may have had an effect on the author?	How might benefits be derived from understanding the cultural influences of a time period? (RWC10-GR.11-S.4-GLE.1-EO.c)
Multiple sources of information provide information to make informed decisions and solve problems (RWC10-GR.11-S.1-GLE.2-EO.b)	Which translation best captures the author's intent? (RWC10-GR.11-S.4-GLE.3-EO.b)	When makes a source credible? (RWC10-GR.11-S.4-GLE.1-EO.d)
Technology, including the internet, can help writers utilize feedback and produce, publish, and update writing projects (RWC10-GR.11-S.3-GLE.3-EO.e)	Which style guide would be most beneficial for the topic? (RWC10-GR.11-S.3-GLE.3-EO.a.vi)	In what ways does technology increase our ability to communicate effectively?
Research requires accessing, assessing and evaluation the quality of multiple sources (RWC10-GR.11-S.4-GLE.1-EO.b) and (RWC10-GR.11-S.4-GLE.3-EO.b)	Which online database would provide information appropriate to the question? (RWC10-GR.11-S.4-GLE.1-EO.c)	Why must specific criteria be used in evaluating whether a source is reliable?

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

Effective argumentative forms of writing considers diverse perspectives, synthesizes counterclaims and evidence, and seeks to resolve contradictions (RWC10-GR.11-S.1-GLE.2-EO.a.vi)	What additional information is required to adequately explain the argument?	How is an argument strengthened by analyzing contradictory positions? (RWC10-GR.11-S.3-GLE.2-EO.a.ii)
Textual analysis should consider explicit and implicit text references/themes (RWC10-GR.11-S.2-GLE.1-EO.a.i)	Where does the author’s use of symbolism reinforce the theme of the novel?	Can a writer’s intention be derived solely from a text?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The reasons why r questions require precision and clarity (RWC10-GR.11-S.4-GLE.1-EO.c)</li> <li>• Examples and characteristics of quality research projects (RWC10-GR.11-S.4-GLE.1-EO.a)</li> <li>• The role of multiple sources in quality research (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Various methods for analyzing sources for strengths and limitations (RWC10-GR.11-S.4-GLE.1-EO.b) and (RWC10-GR.11-S.4-GLE.3-EO.b)</li> <li>• The connections between the integration of Information and the flow of ideas (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Strategies for including claims and counterclaims that anticipate the audience’s knowledge level, concerns, values, and biases (RWC10-GR.11-S.3-GLE.2-EO.a.ii)</li> <li>• Indicators of credibility and reliability of sources (RWC10-GR.11-S.4-GLE.1-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and revise research questions (RWC10-GR.11-S.4-GLE.1-EO.c)</li> <li>• Conduct short as well as more sustained research projects (RWC10-GR.11-S.4-GLE.1-EO.a)</li> <li>• Synthesize multiple sources (RWC10-GR.11-S.4-GLE.1-EO.a) and RWC10-GR.11-S.1-GLE.2-EO.a.vi)</li> <li>• Integrate information (RWC10-GR.11-S.1-GLE.2-EO.b) and (RWC10-GR.11-S.4-GLE.1-EO.a)</li> <li>• Gather relevant information from multiple sources (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Assess the strengths and limitations of sources (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Evaluate bias, credibility, and reliability of sources (RWC10-GR.11-S.4-GLE.1-EO.d)</li> <li>• Assess audience (RWC10-GR.11-S.4-GLE.1-EO.b)</li> <li>• Assess strength and weakness of thinking and thinking of others (RWC10-GR.11-S.4-GLE.3-EO.b)</li> <li>• Develop claims and counter-claims fairly and thoroughly (RWC10-GR.11-S.3-GLE.2-EO.a.ii)</li> <li>• Respond thoughtfully to diverse perspectives (RWC10-GR.11-S.1-GLE.2-EO.a.vi)</li> <li>• Cite strong and thorough textual evidence to support analysis (RWC10-GR.11-S.2-GLE.1-EO.a.i, a.ii)</li> <li>• Use technology to produce, publish, and update writing projects in response to feedback (RWC10-GR.11-S.3-GLE.3-EO.e)</li> <li>• Use a style guide to follow conventions of MLA or APA (RWC10-GR.11-S.3-GLE.3-EO.a.vi)</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Using textual support from multiple sources provides credibility to my arguments.</i>  <i>In considering my audience, I presented my ideas in a logical format that avoided overreliance on the internet.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Paraphrase, synthesize, premises, bias, assumption, preconception, context, analyze, evidence, inference, substantiate, validity, evaluate, bias, synthesis, credibility, integrate, media, self-evaluation, hypothesis, bibliography, thesis</p>
<p><b>Technical Vocabulary:</b></p>	<p>Transitional words and phrases, style guide, conventions, sentence fluency, thesis, fallacies, argument, analysis, voice, word choice, rhetoric, sentence variety, style, audience, revision, point of view, purpose, form, parenthetical and in-text citations.</p>

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Language and Power		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Speech, Discussion, Collaboration	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.11-S.1-GLE.1 RWC10-GR.11-S.1-GLE.2	RWC10-GR.11-S.3-GLE.1 RWC10-GR.11-S.4-GLE.4
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How can cultural, personal, or social biases influence our understanding of others? (RWC10-GR.11-S.1-GLE.1)</li> <li>• How can opposite arguments each be considered true?</li> <li>• Why are author's arguments perceived differently by varying audiences?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	(Verbal and nonverbal) interaction, presentation, vocabulary, organization, tone, audience response, initiation, participation, collaboration, diversity, persuasion, delivery technique(s), point of view, reasoning, evidence,	Prediction, inference, analysis, questioning, synthesis, deconstruct, vocabulary, assess, organization	Conventions, punctuation, spelling, revision, style, tone, word choice, organization	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Multiple sources of information presented in diverse formats and media can inform writing/speaking decisions and problem solving. (RWC10-GR.11-S.1-GLE.2-EO.b)	Which sources would best support the arguments? (RWC10-GR.11-S.1-GLE.2-EO.a.i)	Why should people listen to diverse perspectives? (RWC10-GR.11-S.1-GLE.2-EO.c)
Effective discussion requires the thorough preparation of each participant(RWC10-GR.11-S.1-GLE.2-EO.a.i)	Compare the arguments made in the differing narratives? (RWC10-GR.11-S.1-GLE.2-EO.a.vi)	What is gained in looking at a contradicting point of view? Why are multiple perspectives necessary for understanding an issue?
A well-reasoned exchange thoughtfully references the texts being studied and other research on the topic discussed. (RWC10-GR.11-S.1-GLE.2-EO.a.i)	What are the essential elements for an effective argument? (RWC10-GR.11-S.1-GLE.2-EO.c)	Where can the most reliable information be found? (RWC10-GR.11-S.1-GLE.2-EO.b) and (RWC10-GR.11-S.4-GLE.1-EO.b)



**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

Different audiences necessitate the speakers' appropriate use of specific vocabulary, terminology, dialect, or jargon. (RWC10-GR.11-S.1-GLE.1-EO.e)	How does the speaker's persona influence the audience's understanding? (RWC10-GR.11-S.1-GLE.1-EO.d) Identify colloquial and formal language used by the speaker.	How do the meanings of words change over time? What makes a speaker believable? (RWC10-GR.11-S.1-GLE.2-EO.c)
Quality presentations include effective verbal and nonverbal techniques. (RWC10-GR.11-S.1-GLE.1-EO.b, c)	Evaluate the effectiveness of the speaker's tone?	What speaking skills are effective across differing audiences?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The relationship between appropriate language use and audience (RWC10-GR.11-S.1-GLE.1-EO.a)</li> <li>• Reasons for considering Purpose and audience in the creation of formal presentations (RWC10-GR.11-S.1-GLE.1-EO.b)</li> <li>• Forms of clear enunciation, vocabulary, organization, gestures, and appropriate tone in formal presentations (RWC10-GR.11-S.1-GLE.1-EO.c)</li> <li>• Methods of assessing and evaluating the effectiveness of presentations (RWC10-GR.11-S.1-GLE.1-EO.d) and (RWC10-GR.11-S.1-GLE.2-EO.a.iv, c)</li> <li>• grammar and usage conventions required for an effective oral presentation and discussion (RWC10-GR.11-S.3-GLE.3-EO.a)</li> <li>• Collaboration and discussion protocols (RWC10-GR.11-S.1-GLE.2-EO.a)</li> <li>• The value of multiple sources of information for making informed decisions and solving problems (RWC10-GR.11-S.1-GLE.2-EO.b)</li> </ul>	<ul style="list-style-type: none"> <li>• Give informal talks using appropriate level of language (RWC10-GR.11-S.1-GLE.1-EO.a)</li> <li>• Deliver formal oral presentations consider purpose and audience (RWC10-GR.11-S.1-GLE.1-EO.b)</li> <li>• Deliver talks with clear enunciation, vocabulary, organization, nonverbal gestures and appropriate tone (RWC10-GR.11-S.1-GLE.1-EO.c)</li> <li>• Analyze audience response to evaluate effectiveness of presentation (RWC10-GR.11-S.1-GLE.1-EO.d)</li> <li>• Initiate and participate in collaborate discussions with diverse partners (RWC10-GR.11-S.1-GLE.2-EO.a)</li> <li>• Critique the accuracy, relevance and organization of a presentation (RWC10-GR.11-S.1-GLE.2-EO.a.ii)</li> <li>• Evaluate the effectiveness of oral delivery (RWC10-GR.11-S.1-GLE.2-EO.a.iii)</li> <li>• Listen critically to evaluate overall effectiveness of presentation (RWC10-GR.11-S.1-GLE.2-EO.a.iv)</li> <li>• Evaluate a speakers point of view, reasoning, an use of evidence and rhetoric, assessing the stance, premise, links among ideas, word choice, points of emphasis and tone (RWC10-GR.11-S.1-GLE.2-EO.c)</li> <li>• Demonstrate command of conventions of standard English grammar and usage when speaking (RWC10-GR.11-S.3-GLE.3-EO.a)</li> <li>• Participate in collaborative discussions (RWC10-GR.11-S.1-GLE.2-EO.a)</li> <li>• Integrating multiple sources of information into the decision making process (RWC10-GR.11-S.1-GLE.2-EO.b)</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Peer “X” gave an effective speech on the disillusionment of the American Dream by addressing the thematic strands of alienation and loose morality as defined by F. Scott Fitzgerald, TS Elliot, and Gertrude Stein.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Enunciation, jargon, dialect, gestures, formal and informal, collaborative, evaluate, relevance, evidence, critique, integrate, initiate, perspective, contradiction, validity, credibility, tone, reasoning, demonstrate</p>
<p><b>Technical Vocabulary:</b></p>	<p>Jargon, dialect, rhetoric, tone, standard English conventions</p>

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Navigating an Argument		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Argumentation/Analysis	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.11-S.1-GLE.1 RWC10-GR.11-S.1-GLE.2 RWC10-GR.11-S.2-GLE.1 RWC10-GR.11-S.2-GLE.2 RWC10-GR.11-S.2-GLE.3	RWC10-GR.11-S.3-GLE.2 RWC10-GR.11-S.3-GLE.3 RWC10-GR.11-S.4-GLE.1 RWC10-GR.11-S.4-GLE.2 RWC10-GR.11-S.4-GLE.3
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Has the written word lost its importance in a modern world? (RWC10-GR.11-S.1-GLE.1)</li> <li>• Does every argument need a “winner”?</li> <li>• Do individual cultures define truths or are they universal?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Logic, argument, reason, intellectual humility, flexibility/ open-mindedness, critique, assess reasoning, premises, purposes, public advocacy, principles, exposition, claims, evidence,	Analyze, question, evaluate, delineate, point of view, infer, clarify, accuracy, fairness, depth, breadth, logic, precision,	Supporting information/explanation, reasoning, evidence, claims, organization, syntax, references	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
An effective argument includes clearly stated claims and relevant evidence presented in a logical sequence. (RWC10-GR.11-S.4-GLE.2-EO.a, b) and (RWC10-GR.11-S.3-GLE.2-EO.ai, a.ii, a.ii, a.iv, a.v))	In an argument, what is a claim?(RWC10-GR.11-S.1-GLE.2-EO.a.v)	How does logical structure strengthen an argument?
An effective argument expresses competing points of view through intellectual humility, flexibility and open-mindedness. (RWC10-GR.11-S.4-GLE.3-EO.a, d) and (RWC10-GR.11-S.4-GLE.2-EO.c)	Has the author taken into account differing points of view? (RWC10-GR.11-S.2-GLE.2-EO.b.i) and (RWC10-GR.11-S.4-GLE.2-EO.a)	Why is it significant to recognize and understand competing points of view? (RWC10-GR.11-S.4-GLE.2-EO.a, c)
Writers take consider appropriate forms of syntax and diction when writing or analyzing an argument. (RWC10-GR.11-S.3-GLE.2-EO.a.iii) and (RWC10-GR.11-S.2-GLE.3-EO.a)	How does the author consider his audience in the argument?( RWC10-GR.11-S.2-GLE.2-EO.a.iv)	How does style influence argument? (RWC10-GR.11-S.3-GLE.3-EO.c) Why is it important to consider audience in an argument?

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Understanding depends on contextual knowledge and often requires accessing various disciplines. (RWC10-GR.11-S.4-GLE1-EO.b) and (RWC10-GR.11-S.4-GLE.2-EO.d)	What discipline includes surveys, statistics and other quantitative data? (i.e. logic) What is an example of a current contentious issue or complex issue? (RWC10-GR.11-S.4-GLE.2-EO.a) and (RWC10-GR.11-S.3-GLE.3-EO.a.ii)	How does the knowledge of various disciplines help build an effective and logical argument?
The creation of a research paper can transfer to and enhance persuasive/articulate oral speaking around a particular topic (RWC10-GR.11-S.1-GLE.1-EO.a, b, c))	Give examples of verbal and nonverbal communication?	How does is nonverbal communication affect an audience?
Discussions with diverse groups can revel different perspectives on issues (RWC10-GR.11-S.1-GLE.1-EO.a) and (RWC10-GR.11-S.1-GLE.2-EO.a, a.vi)	Identify diverse perspectives within the discussion	How does including multiple perspectives weaken or strengthen an argument?
The chance to critique the arguments of peers can enhance an individual’s ability to differentiate effective and ineffective arguments (RWC10-GR.11-S.1-GLE.1-EO.d) and (RWC10-GR.11-S.1-GLE.2-EO.a , a.ii, a.iii, a.iv)	What elements constitute an effective oral argument? (RWC10-GR.11-S.1-GLE.2-EO.c)	What can be learned from critiquing other’s presentations?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The logic of complex situations (RWC10-GR.11-S.4-GLE.2-EO.a)</li> <li>• The effect the textual structure in the creation of an argument (RWC10-GR.11-S.2-GLE.2-EO.b.iii)</li> <li>• The significance of a concluding statement or section in the support of an argument (RWC10-GR.11-S.3-GLE.2-EO.a.v)</li> <li>• The significance in understanding competing points of view (RWC10-GR.11-S.4-GLE.2-EO.c)</li> <li>• Problem solving skills and their relationship to academic success (RWC10-GR.11-S.4-GLE.2-EO.c)</li> <li>• The importance of relevance, clarity, accuracy, fairness, depth, breadth, logic and precision in an effective written argument (RWC10-GR.11-S.4-GLE.2-EO.b)</li> <li>• Methods for effectively using claims, opposing claims, reasons and evidence to create effective arguments (RWC10-GR.11-S.3-GLE.2-EO.a, a.i)</li> <li>• The effective use of syntax and diction in an argument (RWC10-GR.11-S.2-GLE.3-EO.a.i)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the logic of complex situations (RWC10-GR.11-S.4-GLE.2-EO.a)</li> <li>• Delineate and evaluate the reasoning in seminal U.S. texts (RWC10-GR.11-S.2-GLE.2-EO.c.i)</li> <li>• Analyze and evaluate the effectiveness of structure an author uses in his or her argument (RWC10-GR.11-S.2-GLE.2-EO.b.iii)</li> <li>• Provide a concluding statement or section that follows and supports the argument (RWC10-GR.11-S.3-GLE.2-EO.a.v)</li> <li>• Determine the extent to which they entered into competing points of view, exercised confidence in reason, recognized the limits of their knowledge, explored alternative problem solving, and were open to constructive criticism (RWC10-GR.11-S.4-GLE.2-EO.c)</li> <li>• Evaluate arguments using criteria: relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision (RWC10-GR.11-S.4-GLE.2-EO.b)</li> <li>• Write arguments to support claims using valid reasoning and relevant evidence (RWC10-GR.11-S.3-GLE.2-EO.a)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Vary syntax for effect, use references for guidance as needed ; apply an understanding of syntax to the study of complex texts (RWC10-GR.11-S.2-GLE.3-EO.a.i)</li> <li>• Analyze and assess the logic of interdisciplinary domains inherent in reasoning through complex situations (RWC10-GR.11-S.4-GLE.2-EO.d)</li> </ul>
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**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.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>In “A Letter From Birmingham Jail” Martin Luther King Jr. creates an effective argument by carefully appealing to his audience through persuasive diction and purposeful syntax.</i>
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<b>Academic Vocabulary:</b>	Logic, reason, empathy, intellectual humility, intellectual flexibility, intellectual open-mindedness, analyze, assess, interdisciplinary, seminal, argument, problem solving, audience, purpose, speaker, audience
<b>Technical Vocabulary:</b>	Syntax (periodic sentence, cumulative sentence, declarative sentence, interrogative sentence), diction, tone, mood, U.S. seminal text, rhetoric, rhetorical question, rhetorical triangle

**Curriculum Development Overview**  
**Unit Planning for 11<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Researching our World: Gathering and evaluating information		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Expository, Informational and Literary Analysis	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.11-S.1-GLE.1 RWC10-GR.11-S.1-GLE.3 RWC10-GR.11-S.2-GLE.1 RWC10-GR.11-S.2-GLE.2	RWC10-GR.11-S.3-GLE.2 RWC10-GR.11-S.3-GLE.3 RWC10-GR.11-S.4-GLE.1 RWC10-GR.11-S.4-GLE.3
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Is written communication more timeless than the spoken word? (RWC10-GR.11-S.3-GLE.1)</li> <li>• How are the rules for writing decided upon?</li> <li>• How does history change understanding?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Content vocabulary, dialect, jargon, perspectives, context (such as social, professional, political, cultural, or geographical), expository, informational text, audience, theme, purpose, sources	Purpose, predict, prediction, analyze, themes, rhetoric, use references, evidence, purpose, information, point of view, consequences, inferences, assumptions, and concepts	Objective, subjective, tone, style, conventions, support, thesis, introduction, topic, organization, concepts, revision, style, language, style guide (MLA or APA), organization, purpose, evidence, sources	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Careful analysis of literary and non-fiction texts can deepen cultural awareness and appreciation of various human perspectives (RWC10-GR.11-S.1-GLE.1-EO.e) and (RWC-GR.11-S.2-GLE.2-EO.c.ii)	Identify the author’s central theme? (RWC-GR.11-S.2-GLE.1-EO.a.ii) Compare the central conflict of the story with the historical events during which it was written	Are texts mirrors of human culture? How is fact differentiated from fiction? (RWC-GR.11-S.2-GLE.1-EO.a.ii)
Attention to style and rhetoric can help create clear and engaging writing. (RWC-GR.11-S.4-GLE.1-EO.f) and (RWC-GR.11-S.2-GLE.2-EO.c.ii)	How does the author’s use of irony underscore their argument? (RWC-GR.11-S.2-GLE.2-EO.b.ii) Does the rhetorical style effectively match the argument? (RWC-GR.11-S.3-GLE.1-EO.a.vi)	What makes for engaging nonfiction? What are the elements of an effective argument? (RWC-GR.11-S.2-GLE.2-EO.b.ii)

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The process for writing an effective literary or rhetorical analysis involves developing a clear thesis, creating a plan and purpose, collecting evidence, revising drafts, editing, and rewriting. (RWC-GR.11-S.3-GLE.2-EO.b) and (RWC-GR.11-S.4-GLE.1-EO.e)	Which excerpts best support the argument? Would MLA or APA be most effective for source citation?	Why does process matter in writing? What determines effective writing? (RWC-GR.11-S.3-GLE.2-EO.a)
Reference materials can help individual’s solve writing problems and encourage self-efficacy in the learning process. (RWC-GR.11-S.3-GLE.2-EO.a.i, a.iv), (RWC-GR.11-S.3-GLE.3-EO.a.ii) and (RWC-GR.11-S.4-GLE.1-EO.e)	What are examples of academic reference guides? What resources are available digitally? (RWC-GR.11-S.3-GLE.3-EO.a.vii)	What rules are necessary for effective communication? (RWC-GR.11-S.3-GLE.2-EO.b.iv) What makes a source reliable?
Clear and coherent writing evinces planning, organization, and style appropriate to the task, purpose, and audience. (RWC-GR.11-S.3-GLE.3-EO.c)	Who is the intended audience? Does the writing correctly use conventions? (RWC-GR.11-S.3-GLE.3-EO.a.v)	How do writers ensure they are understood clearly? (RWC-GR.11-S.3-GLE.3-EO.a.iii)

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>Content specific vocabulary unique to particular groups, perspectives, or cultures(RWC-GR.11-S.1-GLE.1-EO.e)</li> <li>Expository texts’ role in completing new tasks (RWC-GR.11-S.2-GLE.2-EO.a.iv)</li> <li>Different strategies and resources for evaluating writing (RWC-GR.11-S.3-GLE.1-EO.a.vi)</li> <li>Formal styles and objective tones that are beneficial to the writing informational and explanatory text (RWC-GR.11-S.3-GLE.2-EO.b.v)</li> <li>The process for writing an informal and expository text (RWC-GR.11-S.3-GLE.2-EO.b.i) and (RWC-GR.11-S.3-GLE.3-EO.d)</li> <li>The purpose of an effective conclusion (RWC-GR.11-S.3-GLE.2-EO.b.vi)</li> <li>Grammar and usage conventions (RWC-GR.11-S.3-GLE.3-EO.a)</li> <li>Style guides’ role in the revision process (RWC-GR.11-S.3-GLE.3-EO.a.vi)</li> <li>Methods for effectively using and citing evidence to support analysis and research (RWC-GR.11-S.4-GLE.1-EO.f)</li> <li>The unique attributes and applicability of MLA or APA style guides (RWC-GR.11-S.4-GLE.1-EO.e)</li> </ul>	<ul style="list-style-type: none"> <li>Identify, explain, and use content-specific vocabulary, dialect, or jargon unique to particular groups, perspectives, or contexts (RWC-GR.11-S.1-GLE.1-EO.e)</li> <li>Designate a purpose for reading expository texts and use new learning to complete a specific task (RWC-GR.11-S.2-GLE.2-EO.a.iv)</li> <li>Predict the impact of an informational text and justify the prediction (RWC-GR.11-S.2-GLE.2-EO.a.v)</li> <li>Analyze seventeenth, eighteenth-, and nineteenth-century foundational U.S. documents (RWC-GR.11-S.2-GLE.2-EO.c.i)</li> <li>Use a range of strategies to evaluate if writing is clear and engaging (RWC-GR.11-S.3-GLE.1-EO.a.vi)</li> <li>Establish and maintain a formal style and objective tone while writing informative and explanatory texts (RWC-GR.11-S.3-GLE.2-EO.b.v)</li> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole (RWC-GR.11-S.3-GLE.2-EO.b.i)</li> <li>Provide a concluding statement or section that follows from and supports the information (RWC-GR.11-S.3-GLE.2-EO.b.vi)</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing (RWC-GR.11-S.3-GLE.3-EO.a)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use a style guide to follow conventions of MLA or APA (RWC-GR.11-S.3-GLE.3-EO.a.vi)</li> <li>• Use resources and feedback to edit and enhance writing for purpose and audience (RWC-GR.11-S.3-GLE.3-EO.a.vii)</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on purpose and audience (RWC-GR.11-S.3-GLE.3-EO.d)</li> <li>• Document sources of quotations, paraphrases, and other information using a style sheet (RWC-GR.11-S.4-GLE.1-EO.e)</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research (RWC-GR.11-S.4-GLE.1-EO.f)</li> <li>• Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts (RWC-GR.11-S.4-GLE.3-EO.a)</li> </ul>
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<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Both Nathaniel Hawthorne and Arthur Miller use allegory to demonstrate the American social norming of political and religious oppression.</i>  <i>The Declaration of Independence exposes the explicit conflicts between the early U.S. colonies and the British Crown.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Analyze, expository, informational, conclusion, research, purpose, assumptions, topic, thesis</p>
<p><b>Technical Vocabulary:</b></p>	<p>Usage, standard English conventions, literary analysis, APA, MLA, style</p>