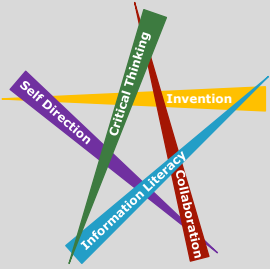# Curriculum Development Course at a Glance
Planning for 12th Grade Reading, Writing, and Communicating

Content Area	Reading, Writing, and Communicating		Grade Level	12th Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness	RWC10-GR.12-S.1-GLE.1
	2. Effective collaborative groups accomplish goals	RWC10-GR.12-S.1-GLE.2
2. Reading for All Purposes	1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies	RWC10-GR.12-S.2-GLE.1
	2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills	RWC10-GR.12-S.2-GLE.2
3. Writing and Composition	1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose	RWC10-GR.12-S.3-GLE.1
	2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes	RWC10-GR.12-S.3-GLE.2
	3. Standard English conventions effectively communicate to targeted audiences and purposes	RWC10-GR.12-S.3-GLE.3
4. Research and Reasoning	1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes	RWC10-GR.12-S.4-GLE.1
	2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment	RWC10-GR.12-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*

Self Direction
Critical Thinking
Invention
Information Literacy
Collaboration

Text Complexity

Qualitative
Quantitative
Reader and Task

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Perspectives Over Time	4-6weeks	1
Creating Meaning with Text	4-6 weeks	2
Responding to Diversity	4-6 weeks	3
Creating a Hero	4-6 weeks	4
Exploring Truth	4-6 weeks	5

Unit Title	Perspectives Over Time		Length of Unit	4-6 weeks
Focusing Lens(es)	Perspectives	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.12-S.1-GLE.1 RWC10-GR.12-S.2-GLE.1 RWC10-GR.12-S.2-GLE.2	RWC10-GR.12-S.3-GLE.1 RWC10-GR.12-S.3-GLE.2 RWC10-GR.12-S.4-GLE.1 RWC10-GR.12-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• How might an individual effectively advocate for his/her perspective when it is in the minority? (RWC10-GR.12-S.3-GLE.2-EO.a) and (RWC10-GR.12-S.3-GLE.2-RA.1) and (RWC10-GR.12-S.4-GLE.2-EO.a, e) • Should individuals and societies reconcile prior and new perspectives based upon changing contexts? Why or Why not? (RWC10-GR.12-S.2-GLE.1-IQ.1, 2, 3, 5)			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**	**In reading:**		**In writing:**
	Perspective, influence, values, choice, context, evidence, quality, criteria, society, advocacy, purpose	Effect, critique, reasoning, evaluate, context, form, style, point of view, analyze, semantics, text structures, and inferences		Organization, development, substance, style, audience, revision, voice, word choice, sentence variety, figurative language, summarize

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
The perspective of the author and audience both shape how meaning is made from text and its overarching discourse (RWC10-GR.12-S.1-GLE.1-EO.a) and (RWC10-GR.12-S.2-GLE.1-EO.c) and (RWC10-GR.12-S.2-GLE.2-EO.a, d, g).	What are examples of social/class structures throughout history?	Is literary theory a valid means to interpret and analyze text? Why or why not? (RWC10-GR.12-S.2-GLE.1-IQ.4)
Effective research strengthens the rhetoric used to communicate and respond to question(s). (RWC10-GR.12-S.4-GLE.2-IQ.2)	What are the components of Aristotle's definition of rhetoric?	How does an author make a compelling and ethical argument? (RWC10-GR.12-S.4-GLE.1-EO.e)
Inclusion of specific evidence validates the quality of the speaker or author's reasoning (RWC10-GR.12-S.1-GLE.1-EO.a, e, f).	What are the differences between parenthetical and in-text citations (RWC10-GR.12-S.1-GLE.1-IQ.1)?	When should summary be used in lieu of direct quotes? (RWC10-GR.12-S.1-GLE.1-N.2) How does understanding the intended audience impact choices regarding the selection of appropriate evidence? (RWC10-GR.12-S.1-GLE.1-EO.c)
Revision and consideration of word choice, organization, evidence, and style strengthens the message provided to target audiences (RWC10-GR.12-S.3-GLE.1-EO.d, e, f).	What are examples of technical or specialized language? (RWC10-GR.12-S.1-GLE.1-EO.f)	How does the process of revision improve the style of the message? (RWC10-GR.12-S.3-GLE.1-EO.d, e)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Various methods for validating and producing effective critical analysis of texts (RWC10-GR.12-S.2-GLE.2-EO.a, c, d; RA.1). • The significant role of critical feedback in the creation of effective presentations (RWC10-GR.12-S.1-GLE.1-RA.1, 2, 4) and (RWC10-GR.12-S.3-GLE.1-EO.e)	• Write and speak using well formulated arguments. (RWC10-GR.12-S.1-GLE.1-EO.a) • Select appropriate technical or specialized language. (RWC10-GR.12-S.1-GLE.1-EO.f) • Critique and defend evidence for a particular context/purpose. (RWC10-GR.12-S.4.GLE.1.EO.e) • Critique own writing and the writing of others to guide revisions. (RWC10-GR.12-S.3-GLE.1-EO.e) • Determine an author's point of view or purpose in a text. (RWC10-GR.12-S.2-GLE.2-EO.a) • Analyze rhetorical devices used in own and others' appeals. (RWC10-GR.12-S.4-GLE.2-EO.d) • Use reading and note-taking strategies (e.g. using outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts (RWC10-GR.12-S.2-GLE.2) • Identify text structures and summarize central ideas and supporting details. (RWC10-GR.12-S.2-GLE.2-EO.d) • Read and comprehend literary nonfiction. (RWC10-GR.12-S.2-GLE.2.EO.g) • Using 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.12-S.4-GLE.2-EO.b)

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):	*"When advocating for my position, I need to use evidence that is appropriate for my audience to validate my reasoning."* *"The class structures in The Kite Runner embody the minority-majority relationship through the power held by the Pashtun Amir over the Hazara born Hassan."*
Academic Vocabulary:	Advocate, minority, society, context, reconcile, analyze, evidence, class structures, critique, amend, alter, inference, substantiate, ethical, discourse, validity, evaluate
Technical Vocabulary:	Figurative language, voice, word choice, rhetoric, sentence variety, style, revision, form, parenthetical and in-text citations.

Unit Title	Creating Meaning with Text		Length of Unit	4-6 weeks

Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.12-S.1-GLE.1 RWC10-GR.12-S.1-GLE.2 RWC10-GR.12-S.2-GLE.1 RWC10-GR.12-S.2-GLE.2	RWC10-GR.12-S.3-GLE.1 RWC10-GR.12-S.3-GLE.2 RWC10-GR.12-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• How do we determine if interaction(s)/communication(s) have been effective? (RWC10-GR.12-S.1-GLE.2-EO.a; IQ.1; RA.1, 2) • How co cultural factors help determine the interpretation of a text? (RWC10-GR.12-S.3-GLE.2-EO.c; IQ.1; IQ.2)

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

Concepts	In content:	In reading:	In writing:
	Reason (judgment) collaboration, collegiality, motivation, sympathy, empathy	Decision- making, analyze, literary movement, historical context, evaluate, theme, author's craft, summarize, meaning, interpretation	resolution, tone, symbolism, satire, irony, extended metaphor, hyperbole, theme, imagery, point of view, style

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Interactions between reader(s) and text(s) can allow for the meaningful introduction and creation of new ideas and perspectives. (RWC10-GR.12-S.4-GLE.2)	What perspective does the author seem to take toward the society in which the story is set? Defend using text-based evidence.	Why is knowing and understanding the context within which an author wrote a story often critical to understanding the message?
A clearly articulated and informed perspective can engage listeners in meaningful dialogue. (RWC10-GR.12-S.1-GLE.2-EO.a, c)	What are group norms? (RWC10-GR.12-S.1-GLE.2-EO.d)	How can group members communicate their perspective clearly? (RWC10-GR.12-S.1-GLE.2-N.1)
Writers manipulate elements of style to appeal to various audiences and develop meaning (RWC10-GR.12-S.3-GLE.1-EO.d).	What are the elements of style?	How can author manipulate elements of style to appeal to various readers?
When making connections within and amongst texts, thoughtful readers evaluate meaning, perspectives, context, and the use of literary components. (RWC10-GR.12-S.2-GLE.1-EO.a, e, g) and (RWC10-GR.12-S.2-GLE.2-EO.c)	What are effective methods of annotating text?	How does an author's choice concerning structure contribute to its overall meaning (RWC10-GR.12-S.2-GLE.1-EO.a)?

Reasoned judgment includes summaries of alternate views, as well as rich details found within literary components (RWC10-GR.12-S.4-GLE.2-EO.e) and (RWC10-GR.12-S.2-GLE.1-EO.e).	What are the major literary elements you noticed in _____? (RWC10-GR.12-S.2-GLE.1-EO.e)	How do authors measure the quality of their judgments while including alternative views (RWC10-GR.12-S.4-GLE.2-EO.e; IQ.1)?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
• The relationship between civil/democratic roles in productive discussions and problem solving (RWC10-GR.12-S.1-GLE.2-EO.a). • Specific methods for using the analysis of alternative or conflicting views to strengthen a personal argument or summary of ideas (RWC10-GR.12-S.4-GLE.2-EO.e). • Literary components and elements of style (RWC10-GR.12-S.2-GLE.1-EO.e) and (RWC10-GR.12-S.3-GLE.1-EO.d). • The reasons why strong readers critically think about what they read (RWC10-GR.12-S.2-GLE.1-N.1).	• Establish individual roles in order to work with peers (RWC10-GR.12-S.1-GLE.2-EO.a) • Relate a literary work to source documents of its literary period (RWC10-GR.12-S.2-GLE.1-EO.d) • Use reading and note-taking strategies to organize information (RWC10-GR.12-S.2-GLE.2-EO.c) • Summarize ideas including alternate views, rich detail, and well-developed paragraphs (RWC10-GR.12-S.4-GLE.2-EO.e) • Analyze a literary text using a critical perspective (RWC10-GR.12-S.2-GLE.1-EO.d) • Manipulate elements of style, imagery, tone, and point of view to appeal to the reader and enhance meaning (RWC10-GR.12-S.3-GLE.1-EO.d; IQ.1, 6) • Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme (RWC10-GR.12-S.3-GLE.1-EO.c) • Effective employ all aspects of the research process (RWC10-GR.12-S.4-GLE.1)

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):	*Jonathan Swift's use of satire in "A Modest Proposal" manipulates the reader's emotions to force acknowledgement of literary techniques; otherwise, the reader could misinterpret Swift's intention.* *The collegial discussion of our group was respectful and purposeful.*
Academic Vocabulary:	Collegial, evaluate, theme, analyze, perspective, criticism, dialogue, norms, civil, democratic, context, manipulation
Technical Vocabulary:	Writing process, resolution, tone, satire, hyperbole, extended metaphor, point of view, style, symbolism, irony, theme, imagery

Unit Title	Responding to Diversity			Length of Unit	4-6 weeks

Focusing Lens(es)	Diversity	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.12-S.1-GLE.1 RWC10-GR.12-S.2-GLE.1 RWC10-GR.12-S.2-GLE.2		RWC10-GR.12-S.3-GLE.1 RWC10-GR.12-S.3-GLE.2 RWC10-GR.12-S.3-GLE.3 RWC10-GR.12-S.4-GLE.1

Inquiry Questions (Engaging-Debatable):	• Are there texts every student should be required to read (RWC10-GR.12-S.2-GLE.1-IQ.1, 2)? • Does truth change depending upon audience (RWC10-GR.12-S.1-GLE.1-EO.c; IQ.1; RA.2)?

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

Concepts	In content:	In reading:	In writing:
	Diversity, audience, perspectives, truth, power, tolerance	Adaptation, comparing, verify, literary movements, genre, inquiry, connections, interpretation	Point of view, theme, context, arguments/counterarguments, evidence, audience, purpose, stylistic effect, formal tone, informal tone

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Literary movements diversify the world's texts and provide access to new points of view (RWC10-GR.12-S.2-GLE.1-EO.b).	What are the characteristics of a particular literary movement (e.g. Romanticism, Transcendentalism, and Modernism)?	How are literary movements reactionary?
Texts written for diverse audiences and purposes requires clarity of ideas and intentional genre selection (RWC10-GR.12-S.3-GLE.1-EO.b; IQ.4) and (RWC10-GR.12-S.3-GLE.2-EO.a; N.1).	Is the genre used by the author appropriate to the audience? (RWC10-GR.12-S.3-GLE.1-EO.b)	Why is it important to identify audience needs and address counterarguments? (RWC10-GR.12-S.3-GLE.2-IQ.2)
Language can be manipulated for stylistic effect (RWC10-GR.12-S.3-GLE.3-EO.b).	Identify words in a text that contribute to the author's tone (RWC10-GR.12-S.2-GLE.1-EO.e)	How does language choice strengthen or weaken a text's clarity, quality and aesthetics? (RWC10-GR.12-S.3-GLE.3-EO.b)
Speech choices should reflect the speaker's adaptions fitted to specific contexts and tasks (RWC10-GR.12-S.1-GLE.1-EO.c, e).	What is the difference between denotation and connotation?	When is the use of informal or colloquial language appropriate?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Conventions of formal English (RWC10-GR.12-S.1-GLE.1.EO.c) and (RWC10-GR.12-S.3-GLE.3-EO.b). • Specific literary movements' and genres' perspectives and intentions (RWC10-GR.12-S.2-GLE.1-EO.c) and (RWC10-GR.12-S.3-GLE.1-IQ.4). • Various foundations of world literature (RWC10-GR.12-S.2-GLE.1-EO.f). • How writers effectively anticipate an audience's misconceptions (RWC10-GR.12-S.3-GLE.2-N.2).	• Adapt speech to a variety of tasks using formal English when appropriate (RWC10-GR.12-S.1-GLE.1-EO.c). • Create a clear and coherent structure appropriate to the chosen genre (RWC10-GR.12-S.3-GLE.1-EO.b). • Articulate a position through a sophisticated claim or statement (RWC10-GR.12-S.3-GLE.2-EO.a). • Address audience needs and anticipate audience questions or misunderstandings (RWC10-GR.12-S.3-GLE.2-EO.c). • Select and build context for language appropriate to content (RWC10-GR.12-S.3-GLE.2-EO.d). • Deliberately manipulate the conventions of Standard English in writing for stylistic effect (RWC10-GR.12-S.3-GLE.3-EO.b). • Describe, compare, and contrast characteristics of specific literary movements and perspectives (RWC10-GR.12-S.2-GLE.1-EO.b). • Demonstrate knowledge of classical foundational works of world literature (RWC10-GR.12-S.2-GLE.1-EO.f) • Effectively research a topic in an unbiased manner and verify sources (RWC12-GR.12-S.4-GLE.1)

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):	*The representation of social diversity in the Middle English text The Canterbury Tales contrasts with the imperialistic attitudes found in the Victorian novella Heart Of Darkness.* *The use of diction is a way to manipulate tone and credibility.*
Academic Vocabulary:	Ascribe, counterargument, adapt, inquiry, reactionary, verify, genre, aesthetic, manipulate, diversity
Technical Vocabulary:	Point of view, theme, diction, literary movements, literary canon, denotation, connotation, colloquial, tone, Romanticism, Transcendentalism, Modernism

Unit Title	Creating a Hero			Length of Unit	4-6 weeks

Focusing Lens(es)	Heroism	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.12-S.1-GLE.1 RWC10-GR.12-S.1-GLE.2 RWC10-GR.12-S.2-GLE.1 RWC10-GR.12-S.2-GLE.2	RWC10-GR.12-S.3.GLE.2 RWC10-GR.12-S.3-GLE.3 RWC10-GR.12-S.4-GLE.1 RWC10-GR.12-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• What constitutes a hero/heroism? (RWC10-GR.12-S.2-GLE.1; IQ.1, 2, 3) • How does media portrayal affect society's conception of a hero (RWC10-GR.12-S.4-GLE.2-EO.a.c; IQ.3)

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

Concepts	In content:	In reading:	In writing:
	problem-solving, bias, heroism, anti-hero, values, ethics, archetype	synthesis, credibility, relevance, integrate, evaluate, interpretation	self-evaluation, research, hypothesis, thesis statement, context, synthesis

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Societies create their heroes based upon social values (and biases for particular attributes) that fluctuate over time. (RWC10-GR.12-S.4-GLE.1-EO.b)	What is an archetype? Give example(s) of archetypal characters.	How does context affect the characteristics of a hero?
Authors convey purpose by effectively utilizing different genres, formats, and text features (RWC10-GR.12-S.2-GLE.2-IQ.1)	When might an author choose to utilize the following genres—technical, informational, persuasive, and literary?	How would using a different genre change the purpose of the text?
Various forms of technology enhance the understanding, reach, and persuasive potential of a given text (RWC10-GR.12-S.1-GLE.1-EO.b) and (RWC10-GR.12-S.2-GLE.2-EO.b)	What are the different types of media?	How does one know when a media format is not ideal for a certain topic? (RWC10-GR.12-S.1-GLE.1-EO.b)
Effective sources and research strategies help ensure the accuracy and relevance of a topic. (RWC10-GR.12-S.4-GLE.1-EO.a-d) and (RWC10-GR.12-S.3-GLE.2-EO.b)	What steps need to be taken in developing an effective research question? (RWC10-GR.12-S.4-GLE.1-EO.d)	How can authors determine whether a source is an appropriate part of their response? (RWC10-GR.12-S.4-GLE.1-EO.c)

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
• Appropriate formatting, conventions, and grammar necessary for a polished document (RWC10-GR.12-S.3-GLE.3-EO.a; RA.1). • Self-evaluation's role in the collaborative process (RWC10-GR.12-S.1-GLE.2-IQ.1). • Procedures for designing and composing a self-directed research project. (RWC10-GR.12-S.3-GLE.2-EO.b, g) and (RWC10-GR.12-S.4-GLE.1.EO.a) • Techniques for interpreting and integrating multimedia into presentations and projects. (RWC10-GR.12-S.2-GLE.2-EO.b, f)	• Draw a conclusion by synthesizing information. (RWC10-GR.12-S.3-GLE.2-EO.g) • Select appropriate and relevant information. (RWC10-GR.12-S.3-GLE.2-EO.b) • Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words to address a question or solve a problem. (RWC10-GR.12-S.2-GLE.2-EO.b) • Explain and interpret the visual components supporting the texts. (RWC10-GR.12-S.2-GLE.2-EO.f) • Follow the conventions of Standard English to write varied, strong, correct, complete sentences. (RWC10-GR.12-S.3-GLE.3-EO.a) • Strategically use digital media. (RWC10-GR.12-S.1-GLE.1-EO.b) • Define leadership roles by considering collaboration and self-evaluation (RWC10-GR.12-S.1-GLE.2-EO.e, f) • Define and narrow topics for a variety of purposes and audiences. (RWC10-GR.12-S.4-GLE.1-EO.a) • Critique sources and information for bias and assumptions in response to research questions. (RWC10-GR.12-S.4-GLE.1-EO.b, c)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The archetype of the hero as seen in Beowulf, compared to the type of hero portrayed in the Harry Potter series demonstrates differing societal values and assumptions.* *Self-evaluation of my recent behavior shows that my mother was not biased after all.*
Academic Vocabulary:	Bias, relevance, synthesis, credibility, integrate, media, strategic, assumption, relativity, collaboration, self-evaluation, hypothesis, bibliography, thesis, assumption
Technical Vocabulary:	Archetype, genre, rhetoric, literary critique

Unit Title	Exploring Truth		Length of Unit	4-6 weeks

Focusing Lens(es)	Ethics	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.12-S.1-GLE.1 RWC10-GR.12-S.1-GLE.2 RWC10-GR.12-S.2-GLE.2	RWC10-GR.12-S.3-GLE.2 RWC10-GR.12-S.3-GLE.3 RWC10-GR.12-S.4-GLE.1 RWC10-GR.12-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• Is compromise ever harmful (RWC10-GR.12-S.4-GLE.2-IQ.1) and (RWC10-GR.12-S.4-GLE.2-IQ.1)? Explain and give examples. • How do media manipulate information? (RWC10-GR.12-S.4-GLE.2-EO.c)

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

Concepts	In content:	In reading:	In writing:
	Roles, premise, ethics, rationality, logic	Style, paraphrasing, assumptions, synthesis, deconstruction, evaluation	Thesis, transitions, feedback, logic, style, conventions, sentence fluency

Generalizations My students will **Understand** that…	**Guiding Questions** Factual	Conceptual
Ethical arguments take into account opposing viewpoints and transparently/accurately employ information and resources (RWC10-GR.12-S.2-GLE.2-IQ.2)	What language structures incorporate opposing viewpoints?	How could the Rogerian and Toulmin approaches to argument analysis and formation incorporate opposing viewpoints? What does it mean to be ethical?
Critical feedback improves presentations by illuminating potential biases, assumptions, and false premises (RWC10-GR.12-S.1-GLE.2-EO.g) and (RWC10-GR.12-S.3-GLE.2-EO.h) and (RWC10-GR.12-S.4-GLE.2-EO.c; IQ.4)	What are some of the variables that hinder critical thinking?	How can an audience member move beyond individual preconceptions? How might an individual critically analyze a presentation or text? (RWC10-GR.12-S.3-GLE.2-EO.h)
Credible sources strengthen the logic/reasoning of an argument and enhance its persuasive capacity (RWC10-GR.12-S.2-GLE.2-IQ.4; RA.1) and (RWC10-GR.12-S.4-GLE.2-EO.a)	What characteristics are necessary for a source to be credible?	Does a universally credible source exist? Why? Why not?
A concise and compelling thesi drives the organizational structure and development of a speech (RWC10-GR.12-S.1-GLE.1-EO.d)	What are the parts of an effectively constructed speech?	How does the placement and strength of the thesis affect the speech's effectiveness?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The connection between these assertions and how researchers/writers organize ideas and establish their approach (RWC10-GR.12-S.1-GLE.1-EO.d). • The evidence-based nature of logical arguments RWC10-GR.12-S.4-GLE.2-EO.a, c). • The unique attributes and uses of MLA and APA style guides (RWC10-GR.12-S.4-GLE.1-EO.f). • Examples of the ways in which effective writing can persuade readers (RWC10-GR.12-S.2-GLE.2-RA.1). • The role, use, and significance of credible sources in academic or persuasive writing (RWC10-Gr.12-S.2-GLE.2-IQ.4). • Counterarguments and their relationship to the credible and/or persuasive presentations (RWC10-Gr.12-S.2-GLE.2-IQ.2).	• Obtain and use information from text and text features to answer questions, perform specific tasks, or identify and solve problems (RWC10-GR.12-S.2-GLE.2-EO.e). • Use critical reading skills to evaluate texts (RWC10-GR.12-S.2-GLE.2-IQ.1). • Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure (RWC10-GR.12-S.3-GLE.2-EO.e). • Support judgments with substantial evidence and purposeful elaboration (RWC10-GR.12-S.3-GLE.2-EO.f). • Revise writing using feedback to maximize effect on and clarify purpose (RWC10-GR.12-S.3-GLE.2-EO.h) and (RWC10-GR.12-S.3-GLE.3-EO.c). • Identify a central idea or thesis when developing a speech (RWC10-GR.12-S.1-GLE.1-EO.d). • Define and assume individual roles and goals in a group setting (RWC10-GR.12-S.1-GLE.2-EO.d, g). • Determine and use the appropriate style guide (RWC10-GR.12-S.4-GLE.1-EO.f). • Synthesize information to support a logical argument (RWC10-GR.12-S.4-GLE.2-EO.a). • Identify false premises or assumptions (RWC10-GR.12-S.4-GLE.2-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):	*Using critical feedback, I calibrated my response to the research question and to that of my classmates' suggestions resulting in adjustments to my claims.*
Academic Vocabulary:	Calibrate, paraphrase, synthesize, premises, ethics, driving force, bias, assumption, preconception, universal, motive/motivation
Technical Vocabulary:	Transitional words and phrases, style guide, conventions, sentence fluency, thesis, fallacies, Rogerian argument analysis, Toulmin argument analysis