

Transitional English Competencies Spreadsheet

Course Information	
Course Name	Advanced English 12
ISBE SIS Code	01004A001
Portability Code	to be assigned
School Name	Grant Community High School CHSD 124
Community College Name	College of Lake County
Main Resources for Course	

Competencies and key performance indicators	Unit, Lesson, Section, Task, Assessment, Etc.	What other units, lessons, sections, tasks, assessments, etc. are incorporated to demonstrate integration of reading, critical thinking and analysis, and writing?	Summary of unit, lesson, section, task, assessment, etc. (Optional Column)	Additional units, lessons, sections, tasks, assessments, etc. (Optional Column)
Students can apply and adjust active				
<i>Key performance indicators</i>				
a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.	Unit 1 (Diversity Memoir) Formatives: 1-9 & Unit 4 (Personal Empowerment) Formatives: 1-6	Supplemental Units for KPI: Unit 1, Unit 4, Unit 2, and Unit 5	<p>Unit Focus: Unit 1: Students will read <i>Open Mic</i> by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of <i>Open Mic</i> and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance.</p> <p>The summative for unit 4, which focuses on reading analysis skills, will consist of an essay asking students to respond to the following prompt: “Identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p>	Link to Course Materials Open Mic by Mitali Perkins Memoir (student choice) Research essay/documentary (they will look up their own texts) Dollar a Day Documentary Grad Videos: Admiral McRaven - Speech with Moving Images Ellen DeGeneres - Humorous David Foster Wallace - Storytelling Speech Steve Jobs - Powerful, Life Lessons through Stories
b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue , relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
c. Use a text’s structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.	Unit 1 (Diversity Memoir) Formatives: 1-9, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 1: Students will read <i>Open Mic</i> by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of <i>Open Mic</i> and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 2, where they will be challenged with making proactive choices to improve their communities.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
<i>Key performance indicators</i>				

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a. Identify the topic of the text and the author's intent.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 4 (Personal Empowerment) Formatives 1-6, and Unit 5 (Community Outreach & Reform) Formatives: 1-5	<i>Supplemental Units for KPI: Unit 1, Unit 2, Unit 4 and Unit 5</i>	<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about. Then they will then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, students may want to consults companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The unit culminates in an essay in which the students will overview the problem, cite relevant data, identify contributing factors, and propose/evaluate potential solutions.</p> <p>After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and of the companies interventions?</p> <p>Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	
b. Accurately explain the main ideas of a text in their own words.	Unit 1 (Diversity Memoir) Formatives: 1-9, and Unit 4 (Personal Empowerment) Formatives: 1-6		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative for unit 4, which focuses on reading analysis skills, will consist of an essay asking students to respond to the following prompt: “Identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p>	
Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.				
Key performance indicators				
Students can analyze and interpret				
Key performance indicators				
a. Identify explicit and implicit ideas, main ideas, and supporting details.	Unit 1 (Diversity Memoir) Formatives: 1-9, and Unit 4 (Personal Empowerment) Formatives: 1-6	<i>Supplemental Units for KPI: Unit 1, Unit 2, Unit 3, Unit 4, and Unit 5</i>	<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative for unit 4, which focuses on reading analysis skills, will consist of an essay asking students to respond to the following prompt: “Identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p>	

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b. Determine the author's purpose, point of view, and tone, as well as the mood of a given text.	Unit 1 (Diversity Memoir) Formatives: 1-9, and Unit 4 (Personal Empowerment) Formatives: 1-6		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative for unit 4, which focuses on reading analysis skills, will consist of an essay asking students to respond to the following prompt: "Identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p>	
c. Draw logical conclusions using evidence from a given text.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life "in-between cultures". Students are challenged to realize what their peer's experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. Then they will then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, students may want to consult companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The unit culminates in an essay in which the students will overview the problem, cite relevant data, identify contributing factors, and propose/evaluate potential solutions.</p> <p>After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the "story" behind why they care), the data, and of the companies interventions?</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	
d. Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	
e. Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to-world.	Unit 3 (Individual Responsibility Reflection), Unit 4 (Personal Empowerment) Formative: 1-6, & Unit 5 (Community Outreach & Reform) Formatives: 1-5		<p>Unit Focus: Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative for unit 4, which focuses on reading analysis skills, will consist of an essay asking students to respond to the following prompt: "Identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	

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f. Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
Students can identify the audience, purpose, and context of any given writing task.				
Key performance indicators				
a. Make choices about content based on audience and purpose.	Unit 1 (Diversity Memoir) Formatives: 1-9, 2 (Social Issues and Solutions) Formatives: 1-5, 3 (Individual Responsibility Reflection), Unit 4 (Personal Empowerment) Formatives: 1-6, Unit 5 (Community Outreach and Reform) Formatives 1-5, and 6 (Commencement) Formatives: 1-2	Supplemental Units for KPI: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6	<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. The social issue that students care about, they will then look up companies or organizations that are working to combat it. It can be anything. For example, if the social issue is suicide - companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The essay is to then write on the social issue primarily, data, what’s going on? Why is it important? What is happening to cause it?</p> <p>After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and is it helping?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they’ve learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	

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b. Make choices about organization based on audience and purpose.	Unit 1 (Diversity Memoir) Formatives: 1-9, 2 (Social Issues and Solutions) Formative: 1-5, Unit 3 (Individual Responsibility Reflection), Unit 4 (Personal Empowerment) Formatives: 1-6, Unit 5 (Community Outreach and Reform), and Unit 6 (Commencement) Formatives: 1-2		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. Then they will then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, students may want to consults companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The unit culminates in an essay in which the students will overview the problem, cite relevant data, identify contributing factors, and propose/evaluate potential solutions. After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and of the companies interventions?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they’ve learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: o end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
c. Make choices about development based on audience and purpose.	Unit 1 (Diversity Memoir) Formatives: 1-9, 2 (Social Issues and Solutions) Formative: 1-5, 3 (Individual Responsibility Reflection), 4 (Personal Empowerment) Formatives: 1-6, 5 (Community Outreach and Reform) Formatives 1-5, and 6 (Commencement) Formatives:		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. Then they will then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, students may want to consults companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The unit culminates in an essay in which the students will overview the problem, cite relevant data, identify contributing factors, and propose/evaluate potential solutions. After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and of the companies interventions?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they’ve learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: At the end of the end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	

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d. Make choices about style and tone based on audience and purpose.	Unit 1 (Diversity Memoir) Formatives: 1-9, 2 (Social Issues and Solutions) Formatives: 1-5, 3 (Individual Responsibility Reflection), 4 (Personal Empowerment) Formatives: 1-6, 5 (Community Outreach and Reform), and 6 (Commencement) Formatives: 1-2		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. Then they will then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, students may want to consults companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The unit culminates in an essay in which the students will overview the problem, cite relevant data, identify contributing factors, and propose/evaluate potential solutions. After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and of the companies interventions?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they’ve learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
Students can choose writing processes based on audience, purpose, and task.				
Key performance indicators				
a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5	Supplemental Units for KPI: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit: 2: Unit 2: Students will research a social issue that they are passionate about. Then they will then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, students may want to consults companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The unit culminates in an essay in which the students will overview the problem, cite relevant data, identify contributing factors, and propose/evaluate potential solutions.</p> <p>After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and of the companies interventions?</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	

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b. Use reflection and feedback from peers and teacher to revise and strengthen writing.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 3 (Individual Responsibility Reflection), Unit 4 (Personal Empowerment) Formatives: 1-6, Unit 5 (Community Outreach and Reform) Formatives 1-5, and Unit 6 (Commencement) Formatives: 1-2		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life "in-between cultures". Students are challenged to realize what their peer's experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. The social issue that students care about, they will then look up companies or organizations that are working to combat it. It can be anything. For example, if the social issue is suicide - companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The essay is to then write on the social issue primarily, data, what's going on? Why is it important? What is happening to cause it? After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the "story" behind why they care), the data, and is it helping?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different from themselves. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to "identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
c. Use editing and proofreading strategies to improve writing and conventions.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 3 (Individual Responsibility Reflection), Unit 4 (Personal Empowerment) Formatives: 1-6, Unit 5 (Community Outreach and Reform) Formatives 1-5, and Unit 6 (Commencement) Formatives: 1-2		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life "in-between cultures". Students are challenged to realize what their peer's experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. The social issue that students care about, they will then look up companies or organizations that are working to combat it. It can be anything. For example, if the social issue is suicide - companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The essay is to then write on the social issue primarily, data, what's going on? Why is it important? What is happening to cause it? After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the "story" behind why they care), the data, and is it helping?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different from themselves. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to "identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	

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d. Submit the final product in an appropriate format based on task, audience, and purpose.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 3 (Individual Responsibility Reflection), Unit 4 (Personal Empowerment) Formatives: 1-6, Unit 5 (Community Outreach and Reform) Formatives 1-5, and Unit 6 (Commencement) Formatives: 1-2		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life "in-between cultures". Students are challenged to realize what their peer's experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 2: Students will research a social issue that they are passionate about. The social issue that students care about, they will then look up companies or organizations that are working to combat it. It can be anything. For example, if the social issue is suicide - companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The essay is to then write on the social issue primarily, data, what's going on? Why is it important? What is happening to cause it? After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the "story" behind why they care), the data, and is it helping?</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different from themselves. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to "identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.				
Key performance indicators				
a. Choose sources based on task, audience, and purpose.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5	<i>Supplemental Units for KPI: Unit 1, Unit 2, Unit 4, Unit 5</i>	<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
b. Use sources to provide evidence to support a central idea or opinion.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	

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c. Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 4 (Personal Empowerment) Formatives: 1-6, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue , relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
d. Identify content that needs to be cited, including summarized and paraphrased ideas.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 4 (Personal Empowerment) Formatives: 1-6, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue , relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
e. Develop Works Cited lists.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 4 (Personal Empowerment) Formatives: 1-6, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p>	
<i>Key performance indicators</i>				

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a. Evaluate the effectiveness of an author's use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 3 (Individual Responsibility Reflection) Formatives: 1-3, Unit 6 (Commencement) Formatives: 1-3	<i>Supplemental Units for KPI: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6</i>	<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives.</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
b. Determine (discuss) an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Unit 2 (Social Issues and Solutions) Formative: 1-5, Unit 3 (Individual Responsibility Reflection) Formatives: 1 - 3 and Unit 6 (Commencement) Formatives: 1-3		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit Focus: Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience.	Unit 3 (Individual Responsibility Reflection) and Unit 6 (Commencement) Formatives: 1-3		<p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
d. Evaluate the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source.	Unit 2 (Social Issues and Solutions) Formative: 1-5, Unit 3 (Individual Responsibility Reflection) Formatives: 1-3, and Unit 6 (Commencement) Formatives: 1-3		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.</p> <p>Unit 6: To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.</p>	
e. Evaluate differences in sources across modes and media.	Unit 2 (Social Issues and Solutions) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p>	
f. Evaluate how claims are supported with evidence and the effectiveness of those claims.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	
g. Develop interpersonal and intertextual connections.	Unit 4 (Personal Empowerment) Formatives: 1-6 and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p style="text-align: center;">Unit Focus:</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different from they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to "identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	

Competencies and key performance indicators	Unit, Lesson, Section, Task, Assessment, Etc.	What other units, lessons, sections, tasks, assessments, etc. are incorporated to demonstrate integration of reading, critical thinking and analysis, and writing?	Summary of unit, lesson, section, task, assessment, etc. (Optional Column)	Additional units, lessons, sections, tasks, assessments, etc. (Optional Column)
Students can demonstrate information literacy skills. As an engaged reader...				
Key performance indicators				
a. Evaluate role as a reader in information community.	Unit 3 (Individual Responsibility Reflection) Formatives: 1-3	Supplemental Units for KPI: Unit 2, Unit 3, and Unit 5	Unit Focus: Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.	
b. Understand what makes sources authoritative and relevant to a given topic.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 & Unit 5 (Community Outreach and Reform) Formatives: 1-5		Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then look up companies or organizations that are working to combat it. For example, if the social issue is suicide, they will research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The student's essay will then focus on the social issue, data, what's currently occurring, why it is important, and what is happening to cause it. After the essay, students will then create a 3 - 5 minute documentary independently. They will look up what a company is doing to help/combat that social issue, why they are doing it (the "story" behind why they care), the data, and if it is helping. Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.	
Students can engage with evidence while writing.				
Key performance indicators				
a. Write to reflect on the stylistic decisions made by other authors.	Unit 1 (Diversity Memoir) Formatives: 1-9 and Unit 4 (Personal Empowerment) Formatives: 1-6	Supplemental Units for KPI: Unit 1, Unit 2, Unit 4, and Unit 5	Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing. Unit 4: Students will research and choose a memoir from the library. Together with the unique perspectives of their chosen authors, the students will work to understand complex concepts from diverse perspectives. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative for unit 4, which focuses on reading analysis skills, will consist of an essay asking students to respond to the following prompt: "Identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"	
b. Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 and Unit 5 (Community Outreach and Reform) Formatives: 1-5		Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions. Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals	
c. Write to support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing. Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions. Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals	

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d. Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
e. Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim.	Unit 1 (Diversity Memoir) Formative: 1-8, Unit 2 (Social Issues and Solutions) Formatives: 1-5, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
f. Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 4 (Personal Empowerment) Formatives: 1-6, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life "in-between cultures". With this text as a foundation, students are challenged to realize what their peers' experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to "identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?"</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	

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g. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1 (Diversity Memoir) Formatives: 1-9 and Unit 4 (Personal Empowerment) Formatives: 1-6		<p>Unit Focus: Unit 1: Students will read Open Mic by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than them. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and incorporation of cultural significance.</p> <p>The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p>	
h. Integrate information into the text selectively to maintain the flow of ideas.	Unit 1 (Diversity Memoir) Formatives: 1-9, Unit 2 (Social Issues and Solutions) Formatives: 1-5, Unit 4 (Personal Empowerment) Formatives: 1-6, and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit 1: Students will read Open Mic by Mitali Perkins. The text is comprised of ten authors of diverse backgrounds, each of whom relate quick narratives featuring life “in-between cultures”. With this text as a foundation, students are challenged to realize what their peers’ experiences are like, and they learn the skills to navigate and participate in discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay, and plan it through the use of mind-maps, sketch notes, or outlines. They then utilize those skills to develop a summary essay, first summarizing two separate chapters of Open Mic and then connecting the theme of the book to their own lives. This increased awareness of their own lives is then built upon in unit 4, where they will be tasked with seeking out memoirs of their own choosing.</p> <p>Unit 2: Students will research a social issue that they are passionate about and then investigate companies or organizations that are working to combat it. For example, if the social issue is suicide, they would research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. This process will culminate in the students writing essays that will then present the social issue, relevant data, the significance of the featured topics, primary causes, and potential solutions.</p> <p>Unit 4: Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different than they are. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. These two units build on diversity and the incorporation of cultural significance. The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals</p>	
Students can demonstrate information literacy skills. As a contributing writer...				
Key performance indicators				
a. Evaluate role as a contributing writer in information community.	Unit 3 (Individual Responsibility Reflection) Formatives: 1-3	Supplemental Units for KPI: Unit 2, Unit 3, and Unit 5	Unit Focus: Unit 3: At the end of the semester, students will assemble their portfolios, reflecting on what they’ve learned and how they can apply that knowledge to their future.	
b. Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.	Unit 2 (Social Issues and Solutions) Formatives: 1-5 and Unit 5 (Community Outreach and Reform) Formatives: 1-5		<p>Unit Focus: Unit 2: Students will research a social issue that they are passionate about and then look up companies or organizations that are working to combat it. For example, if the social issue is suicide, they will research companies that work with entities like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The student’s essay will then focus on the social issue, data, what’s currently occurring, why it is important, and what is happening to cause it. After the essay, students will then create a 3 - 5 minute documentary independently. They will look up what a company is doing to help/combat that social issue, why they are doing it (the “story” behind why they care), the data, and if it is helping.</p> <p>Unit 5: Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>	