

Strand 1: Understanding Text**Concepts/Skills Processes:**

- Narratives (W.11-12.3, W.12.3a-e)
- Author's Purpose/Irony/Power (RI/RL.11-12.6)
Author's Central Ideas/Interactions (RI.11-12.2)
- Author's Choices: (RL-11-12.3)
 - Rhetoric (SL.11-12.3)
 - Diction (RI.11-12.4)
- Connotative Meanings: (RL.11-12.4)

Strand Understandings:

- Critically exploring narratives provides insight into the author's purpose and how that purpose gives voice to the message of the story.
- Analyzing the impact of the author's choices in regards to text structure and related text elements helps define the author's purpose and deepens the understanding of rhetoric.
- Analyzing point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Determining and analyzing the meaning of words and phrases and the impact of specific word choices on meaning and tone influences the aesthetic impact and emotional appeal of the text.

Essential/Guiding Questions:

- What is the impact of the author's choices regarding the author's method of development, text structure, and related text elements?(C)
- What is the impact of the author's choices regarding theme/central message, figurative language and literary devices, point-of-view, and word choice? (F)
- How does the author purposefully manipulate components of the text to control the audience? (F)
- Is the audience being manipulated? (P)
- How does the author display credibility through ethical choices? (C)
- What is the impact of author's bias on the reader? (P)

Public Speaking Specific Questions

- How does a speaker convey credibility? (C)
- In what ways are rhetoric and diction similar and different in oral speeches versus written texts? (C)
- What methods for conveying a central idea and purpose does a speaker have available to him/her that are unavailable when the message is only written? (F/C)

PK-12 EU's

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students' ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding to, reflecting upon, and exchanging ideas fosters critical analysis in order to engage in meaningful discourse while applying multiple critical lenses, promoting empathy, and broadening world view.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

Unit Enduring Understandings:

- In order to reach depth of textual evaluation, an audience must analyze an author's credibility, relevance, method of development, and text elements such as tone, dialect, and cadence.
- Collaboratively critiquing an author's choices often increases learners' capacity to value an author's aesthetic impact and influence.
- Upon analysis and collaborative critique, an individual can transfer knowledge of authorship techniques.

Overarching Essential Questions:

- How is a reader's perspective influenced by authorship?
- How does authorship reflect and change societal norms of a time period?
- How can a reader influence others through the effective use of author's craft to convey his/her own purpose and perspective?

Public Speaking Specific Overarching Questions

- How can a speaker influence others through the effective use of author's craft, method of development, text structure and related elements to convey his/her own purpose and perspective when writing a speech?
- What impact can a speaker have on an audience regarding theme/central message, figurative language and literary devices, point-of-view and word choice?

Strand 2: Critiquing and Responding to Text**Concepts/Skills Processes:**

- Textual Evidence: (RL.11-12.1)
Democratic Discussion: (SL.11-12.1B)
- Posing Questions: (SL.11-12.1.A/C)
- Author's Choices: (SL.11-12.3/ RL/RI.11-12.5)

Strand Understandings:

- Initiating and participating in respectful, evidence-based discussions on various topics, texts, and issues often deepens response and critique.
- Challenging ideas and conclusions promotes divergent and creative perspectives.
- Posing questions in response to text challenges the individual to engage more deeply with text
- Assessing a speaker's point of view, reasoning, use of evidence and rhetoric often leads to depth of textual evaluation.

Essential/Guiding Questions

- What strategies are most helpful in gathering evidence and engaging in productive discussion? (F)
- How can the individual create thoughtful questions that provoke collaborative and divergent thinking? (C)
- How does critique of authorship deepen understanding of text? (C)
- How does challenging various texts and individual responses lead to depth of understanding? (C)

Public Speaking Specific Questions

- In what ways could learning how to convey a speech assist one in having productive discussions? (F)
- How does one critique both the words and the conveying of a message in a speech? (F)
- Why does the audience analyze and critique the method of delivery as well as the words in a speech? (C)

Unit Focus:
Authorship
Concept Lens:
Purpose, Perspective, Craft

Strand 3: Producing Text**Concepts/Skills Processes:**

- Purpose (SL.11-12.4)
- Adaptation (SL.11-12.5)
- Craft/Aesthetics (SL.11-12.6)

Strand Understandings:

- Presenting information, supporting evidence, and drawing conclusions often conveys a clear and distinct perspective for an appropriate audience.
- The strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations can enhance the appeal and communication of reasoning, evidence, and conclusions.
- Understanding and adapting authorship techniques fosters an individual's ability to craft original text.

Essential/Guiding Questions:

- What techniques can writers use in order to engage, orient, and impact their audience? (F)
- How can an author present information in a way that conveys a clear and distinct perspective while addressing purpose, audience, and task? (C)
- How must one adapt speech and language to a variety of contexts and tasks? (P)
- How does an author craft a presentation using a variety of multimedia to foster creativity and add interest? (C)

Public Speaking Specific Questions

- How do speakers determine when to use multimedia in a presentation and when to convey ideas only with words and voice? (C)
- If a speech or presentation is not going as planned, how can a speaker adapt to continue to convey his/her message? (F/C)

Strand 1: Understanding Text**Concepts/Skills Processes**

- Evidence (RL 11-12.1)
- Themes (RL 11-12.2)
- Author's Choice (RL 11-12.3)
- Structure (RL 11-12.5)
- Text integration (RI.11-12.7)
- Multiple interpretations (RL.11-12.7)
- Critical Theory ((RL.11-12.7/W.11-12.8)

Strand Understandings

- The selected critical lens guides the individual in the choice of evidence.
- Analysis of text structure can lead to a deeper understanding of author's intention, themes, and messages.
- Critical theory, when studied in conjunction with text, can inform interpretation and analysis.

Essential/Guiding Questions

- What is critical theory? (F)
- What is the impact of text structure on meaning? (F)
- Is a particular theory more applicable in the interpretation of a given text, and if so, how is that determined? (P)
- What does it mean to read and view 'with' and 'against' the grain, and what are the respective advantages and drawbacks of each method? (C)

Public Speaking Specific Questions

- How are author's choices and text structures evidence of a particular critical theory in a speech? (F/C)
- How does the application of multiple critical theories to a speech deepen the listeners' capacity for interpreting a speech in multiple ways? (C)

PK-12 EU's

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students' ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding to, reflecting upon, and exchanging ideas fosters critical analysis in order to engage in meaningful student-to-student discourse while applying multiple critical lenses, promoting empathy, and broadening world view.
- Demonstrate an ability to apply learned concepts to real-world issues, synthesize information, and transfer of knowledge to new, unique, and deeper learning experiences.

Unit Enduring Understandings

- Interpreting text using different critical theories allows individuals to transfer their knowledge and understanding and interpret the world from different perspectives.
- Individuals make deeper connections between texts by understanding various perspectives and world views.

Overarching Essential Questions

- Which critical lens would be most appropriate in the interpretation of a given text?
- How can different critical theories be applied to the interpretation of a text?
- How do various world views influence interpretation of a text?
- What connections can be drawn amongst texts using a variety of literary elements and perspectives?

Public Speaking Specific Overarching Questions

- How can different critical theories be applied to the interpretation of a speech?

Strand 2: Critiquing and Responding to Text**Concepts/Skills Processes**

- Evaluation (SL 11-12.3)
- Interpretation (RI/RI 11-12.7)
- Synthesis (SL 11-12.1A,D/W.11-12.7)
- Complex Analysis (RL 11-12.10)
- Independent Application (RI/RL11-12.7)
- Language Transference (SL.11-12.6/L.11-12.6)

Strand Understandings

- The exchange of ideas fosters critical analysis leading to a deeper understanding and appreciation of text.
- The application of the concepts through real world issues leads to the transfer of knowledge and creation of new learning experiences.
- Challenging ideas and conclusions promotes divergent and creative perspectives
- The evaluation and interpretation using various critical theories often leads to broader understanding of the world.

Essential/Guiding Questions

- What independent skills do students need to make the transfer of skills? (F)
- How does the exchange of ideas foster critical analysis of a variety of texts to lead to a deeper understanding and appreciation? (C)
- How does the application of the concepts through real world issues lead to the transfer of knowledge and create new and deeper learning experiences? (C/P)

Public Speaking Specific Questions

- Why would the listener/viewer engage in a complex analysis of a speech? (P)

Unit Focus:

Critical Thought

Concept Lens:

Complex Analysis and Interpretation

Strand 3: Producing Text**Concepts/Skills Processes:**

- Integration (W.11-12.7)
- Publication (W.11-12.6)
- Synthesis (RL 11-12.7)
- Adapting for audience/purpose (W.11-12.5)

Strand Understandings:

- Authors develop technique by choosing appropriate approaches to produce and publish responses to new perspectives and diverse audiences.
- Researchers analyze knowledge as a precursor to synthesis in order to broaden inquiry, answer a question, or solve a problem.
- Learners metacognitively use research in an integrated way.
- Addressing the most significant elements for a specific purpose and audience usually leads to a higher quality product.

Essential/Guiding Questions:

- What types of publications are available for diverse audiences? (F)
- How do learners transfer critical thought into a piece of written or technologically presented work? (C)
- How does annotated research expand upon and enhance communicated perspectives? (C)
- How does a collaborative revision process provide finesse, depth and expansion on earlier drafts? (F/C)

Public Speaking Specific Questions

- Why should speakers research, synthesize, integrate, and work collaboratively to create speeches? (C)