Contemporary Communications (12)

UNIT 1: Identity and Character

ESSENTIAL QUESTION	BIG IDEAS
How can I create or identify the purpose, cause or belief that drives me? **What factors/influences shape me as an individual?**	● Students will examine their motivation and purpose. ● Students will identify, examine and analyze the influences (moral, environmental, community, religious, etc.) in their lives and how these shape their character and perspective. ● Students will reflect on how life experiences have molded them into the young adults they are today, and who they are developing into as adults.

GUIDING QUESTIONS

Content
- What is identity and what factors/influences shape identity? **SL.12.1, W.12.2, W.12.3, RL.12.2, RL.12.10, RL.12.12, RI.12.12, RI.12.13**
- What is character, and how is it distinct from personality? **SL.12.1, RL.12.2, W.12.3**
- What are examples of moral, environmental, community, religious, etc. influences? **SL.12.1**
- How do factors/influences define individuals' perspectives? **SL.12.1**
- How can I convey my true self to various audiences in writing? **W.12.3, W.12.10, W.12.11**

Process
- What markers or events show how I have changed my beliefs over time (in my thinking, morals, perspective, etc.)? **SL12.1, RL.12.10, RL.12.12, RI.12.12, RI.12.13**
- How do multiple types of influences in nonfiction literature impact an individual's perspectives? **RI.12.13, RI.12.12, W.12.2**
- Where do I see evidence of how a person is shaped by outside factors/influences in reading and in writing? **W.12.2, W.12.3, W.12.10, W.12.11, SL.12.1, RL.12.2, RL.12.10**
- What challenges a person's character, and unique influences, and how do I recognize these challenges? **RL.12.12, RI.12.12**
- How can my understanding of audience and purpose influence my writing choices? **W.12.3,W.12.10, W.12.11, SL.12.1, RL.12.12**

Reflective
- Which of my beliefs have changed or remained consistent over the years? Why?
- What experiences have I had that have shaped me into the person I am today?
- How might these experiences influence my actions, beliefs, perspectives in the future?
- Do I believe that my identity and character is best defined by myself or by others?

FOCUS STANDARDS

Writing
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.12.2**
- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences **W. 12.3**
- Demonstrate command of the conventions of standard English grammar and usage when writing. **W. 12.10**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **W. 12.11**

Reading Literature
- Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text **RL. 12.2**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading **RL. 12.10**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings **RL. 12.12**

Reading Informational
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RI. 12.12**
- Read and comprehend grade-level appropriate nonfiction literature **RI. 12.13**

Speaking and Listening
- Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively **SL.12.1**

SUPPORTING RESOURCES

Supporting resources are district-adopted or endorsed resources, texts and digital tools aligned to the

curriculum. These resources should serve as anchors for unit and lesson design

SOCIAL-EMOTIONAL SKILLS

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SELF MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

TECHNOLOGY SKILLS

KEY LEARNING EXPERIENCES

Key learning experiences are flexible, student-centered activities in which all students will have the opportunity to engage. They support student understanding and serve as models for how to implement the curriculum in meaningful ways.

Contemporary Communications (12)

UNIT 2: Leadership

ESSENTIAL QUESTIONS	BIG IDEAS
What is my leadership style, and how can I become a better leader? **What is the role of ethics in decision making?** **How do ethics influence the media, and how does media coverage influence the role of ethics in society?**	● Students will understand the qualities of leadership and identify personal attributes to better hone their own abilities as a leader in the classroom, community and society. ● Students will explore what it means to be ethical, assess their own ethical development and analyze the importance of ethics in various media. ● Students will examine social justice issues and define their own roles as leaders. ● Students will reflect on how life experiences influence their ability to lead in an ever-changing world while maintaining an ethical code of conduct.

GUIDING QUESTIONS

Content
- What is a leader? What are the qualities and characteristics of a leader? **SL.12.1, RI.12.7, RI.12.8, RI.12.9, RL.12.11**
- What is ethics, and how do ethics influence decision making? **SL.12.1, RI.12.9, RL.12.13**
- What is the role of ethics in various media? **SL.12.1, SL.12.2, SL12.3, SL.12.4**
- What is social justice? Who/how is it defined? **SL.12.1, W.12.4, W.12.12, RL.12.1, RL.12.7, RL.12.13**

Process
- How do I work effectively in a group, and apply my leadership strengths for the good of the group? **W.12.1, W.12.4, W.12.12**
- How can I improve my weaker leadership traits? **W.12.7**

- How has my understanding of ethics changed over time, and how do I define my personal ethical code? **SL.12.3, SL12.4, RL.12.13**
- How can I ensure I have selected effective and appropriate writing components to convey meaning to my audience? **SL.12.3, SL.12.4, W.12.1, W.12.4**
- How can context influence the application of ethics and determinations about justice? **RI.12.2, RI.12.5, RI.12.6**
- How will I portray myself using social media in an authentic and meaningful manner (with regard to purpose, audience, etc.)? **W.12.7**

Reflective
- How does recognizing effective (and non-effective) leadership styles lead to my ability to evaluate the validity and ethical use of leadership in real world situations?
- How can I analyze and process the information I am constantly taking in to make informed decisions?
- How can I be an effective leader while maintaining an ethical code of conduct?

FOCUS STANDARDS

Writing
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence **W. 12.1**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **W. 12.4**
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W. 12.7**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.**W. 12.12**

Reading Literature
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL. 12.1**
- Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text. **RL. 12.7**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **RL. 12.11**
- Read and comprehend literature, including stories, dramas, and poems. **RL. 12.13**

Reading Informational
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI. 12.2**
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.12.2**
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**RI. 12.5**

- Determine 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.**RI. 12.6**
- Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem. **RI. 12.7**
- Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional **RI. 12.8**
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RI. 12.6**
- Determine 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. **RI. 12.7**
- Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem. **RI. 12.8**
- Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional. **RI.12.5**

Speaking and Listening
- Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively **SL.12.1**
- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**SL. 12-2**
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL. 12.3**
- Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task. **SL. 12.4**

SUPPORTING RESOURCES

Supporting resources are district-adopted or endorsed resources, texts and digital tools aligned to the curriculum. These resources should serve as anchors for unit and lesson design

SOCIAL-EMOTIONAL SKILLS

Responsible Decision Making
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating

- Reflecting
- Ethical responsibility

Social Awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

TECHNOLOGY SKILLS

KEY LEARNING EXPERIENCES

Key learning experiences are flexible, student-centered activities in which all students will have the opportunity to engage. They support student understanding and serve as models for how to implement the curriculum in meaningful ways.

Contemporary Communications (12)

UNIT 3: Roles in Community

ESSENTIAL QUESTIONS	BIG IDEAS
What do I owe my community, and what does it owe me? **Who can I collaborate with in my community to help me achieve larger goals?**	● Students will identify and investigate opportunities to impact or contribute to their communities. ● Students will evaluate their own actions and involvement in their community to become a more civic-minded and involved citizen.

GUIDING QUESTIONS

Content
- What does my community look like , what are its values, and how are the ways I can be involved in my community? **RI.12.1, RL.12.5**
- What community resources are available and unavailable in my community? **W.12.6, W.12.8,**

Process
- How does my community fit within the context of our state? **W.12.6**
- Where do I locate the various opportunities available in my community, and how can I assist others in accessing community resources when needed? **RI.12.3, W.12.8, RL.12.6**
- How does living in my community limit me and offer me possibilities and who might I collaborate with to reach my goals? **RI.12.3, SL.12.8, SL.12.1**
- How is my community like and unlike other communities that I have seen in my experience and in various media? **SL.12.5, RI.12.10, SL.12.1**

Reflective
- How can I utilize my talents and interests to benefit others in my community?
- What can I do to become a more responsible and informed citizen of my community and of society?
- How can I excite/inform others of my interests to positively influence/inspire others?

FOCUS STANDARDS

Writing
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.12.6**

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W.12.8**

Reading Literature
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.12.5**
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. **RL.12.6**

Reading Informational
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.12.1**
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.12.3**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.**RI.12.10**

Speaking and Listening
- Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.12.1**
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.12.5**
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **SL.12.8**

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SOCIAL-EMOTIONAL SKILLS

Unit 3: Social Awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social engagement
- Relationship-building
- Teamwork

TECHNOLOGY SKILLS

KEY LEARNING EXPERIENCES

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Contemporary Communications (12)

UNIT 4: Living in the World

ESSENTIAL QUESTIONS	BIG IDEAS
How am I prepared to live independently as a young adult in an ever-changing world? **How will I exist, contribute and thrive in a global community?**	- Students will explore their changing role in their lives and in the world. - Students will reflect on how their choices and the choices of others impact their transition to becoming an independent adult and how these choices apply to upcoming experiences. - Students will be more aware of the global community they are a part of with the goal of becoming more prepared to effectively interact within that world.

GUIDING QUESTIONS

Content
- What does it mean to be truly "independent"? **SL.12.1, RL.12.4**
- Who are my role models for independent living, and what is required to live independently in today's world? **SL.12.1, RL.12.9**
- How do my choices impact my ability to be an independent/responsible adult? **W.12.5, W.12.9**
- Who makes up my support system in life? **RI.12.11**
- Why do we need stories to develop as individuals and as a society? **RL.12.3, RL.12.4**

 Process
- How will my life change as I graduate from high school? How have I prepared for these changes?
- How have the choices I have made to this point help me become more independent in my adulthood, and am I ready to be independent and self-sufficient? Why/why not? **RL.12.3, W.12.5, RL.12.9**
- Where will my support system come from in this next phase in life? **RI.12.4**
- What do I need to do in order to be an active participant within a global community? **SL.12.6, SL.12.7**
- Who can I acknowledge for his/her role in helping me in my personal growth as an independent person? **SL.12.1**

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Reflective
- Am I the person I expected to be when I entered high school?
- How equipped am I for the future I envision for myself? What's my plan on achieving that vision?
- When I encounter struggles or difficulties, how will I cope with and manage adversity?
- How has my education prepared me to live independently?
- How do I value and define independence for myself?
- What further education or knowledge must I gain moving forward into adulthood?
- How do I view the present society and my place in it currently?

FOCUS STANDARDS

Writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **W. 12.5**
- Draw evidence from grades 11-12 literary or informational texts to support analysis, reflection, and research **W. 12.9**

Reading Literature
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama **RL. 12.3**
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **RL. 12.4**
- Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics **RL. 12.9**

Reading Informational
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms **RI. 12.4**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies. **RI. 12.11**

Speaking and Listening
- Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively **SL.12.1**
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate **SL. 12.6**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking **SL. 12.7**

SUPPORTING RESOURCES

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SOCIAL-EMOTIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

SELF MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

TECHNOLOGY SKILLS

KEY LEARNING EXPERIENCES

Key learning experiences are flexible, student-centered activities in which all students will have the opportunity to engage. They support student understanding and serve as models for how to implement the curriculum in meaningful ways.