



WASHINGTON LEADERSHIP ACADEMY

Leadership Education and Development I



Course Overview Leadership Education and Development

LEAD I is an introductory course to a 4-year program that develops deeply self-aware innovators, communicators, organizers, speakers, advocates, and ultimately, leaders. Conducted over a 4-year articulation, students interface with 6 domains that focus on developing students' sense of self, collaborative and community and engagement skills, spoken communication and presentation, argumentation, and entrepreneurship skills. The course will use an inquiry and experiential-based curriculum to explore real world topics and phenomena and intersect them with skillsets described in the course standards as well as the topic studies occurring in the 9th and 10th-grade year.

The LEAD Standard Domains

Self-Science: The standards in the self-science strand work together to promote a student's ability to respond to and grow through life outcomes, where life outcomes refer to the predictable and unpredictable occurrences that a person faces in life. Using self-awareness, self-management, interpersonal awareness, personal reflection, and an ability to assess personal growth over time, students learn to expand their locus of control and actualization. Students work similarly to develop planning and goal setting skills that enable them to plan for a college access, completion, and career-readiness. Coursework covering these standards enable students to develop along a continuum that ultimately prepares them for a life of personal leadership in a constantly changing, inequitable, and in some cases unfamiliar society. Throughout the Self-Science domain, students master skills along the following four sub-strands:

- 1- Self-Assessment and Personal Growth
- 2- Setting and Executing Goals
- 3- Managing Mindset and Mindfulness
- 4- Practices of Self-Reflection

Design and Entrepreneurship: The standards in the Design and Entrepreneurship strand push students through the ideation, design, piloting, and execution phases of an effective organization. Using practices of design thinking students develop facilitated creative skills, learn to overcome constraints, and develop solutions to problems. Students develop an understanding of the facets of a business and strategic plan. Students interpret and then practice team and personal leadership characteristics needed for organizational leadership. In this domain students master three sub-standards:

- 1- Design Thinking and Innovation
- 2- Organizational Plan Creation & Management
- 3- Organization Leadership

Collaboration and Community Engagement: In Collaboration and Community Engagement, students deeply internalize and master the speaking and listening Common Core Standards where the ability to communicate in groups and with purpose is frequently practiced. Students examine the characteristics of effective collaboration in small and large-scale environments, how to organize collaborative groups around a central problem, and how communication can be used to engage and organize communities toward activism and solutions. Students master competencies along three sub-strands:



- 1- Collaboration in a team and community
- 2- Collaborative Skills to Problem-Solve
- 3- Collaboration to Organize a Community

Communication and Presentation: In this domain, students continue to master speaking and listening standards in the Common Core Standards through a focus on individual presentation, the structure of speech, interpretation of audience, and different stylistic forms of presenting information. Students practice presentation of information alongside their other coursework as well in smaller, incremental practices throughout the study. Students learn to codify best practices in presentation and utilize those practices throughout their academic experience at WLA and master the following three sub-strands:

- 1- Presentation of Information
- 2- Knowledge of Audience
- 3- Presentation Styles

Debate and Argumentation: A central tenet of the Common Core Standards is for students to build the capacity to interpret, analyze, construct, and respond to arguments both in writing, speaking, listening, and in their analysis of text. In the LEAD course students practice these skills while learning the practices of debate. Over the course of four years students will learn to engage in school-wide topic studies through debate as well as independent topics in their senior year. During the course of the four years students build competencies in the following 4 sub-strands:

- 1- Use of Key Points. Logic Reasoning, Counterpoints
- 2- Use of Evidence Historical data trends and contexts
- 3- Debate planning and execution

CCSS Emphasis in LEAD Standards for some domains of the LEAD curriculum common core standards have been selected for a more singular focus than can be covered in ELA and Math coursework alone. These standards do not change but rather have a different volume and method for manifestation than in the traditional ELA course. For these standards the LEAD course will allow students to regularly practice these skills in contexts ancillary to their ELA coursework.

Domain	CCSS
Collaboration & Community	<p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (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.</p> <p>CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>



	<p>CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CCSS.ELA-Literacy.SL.11-12.3 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.</p> <p>CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
Communication and Presentation	<p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally)</p>



	<p>evaluating the credibility and accuracy of each source.</p> <p>Knowledge of Audience</p> <p>CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p>Debate and Argumentation</p>	<p>CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS.ELA-Literacy.SL.11-12.3 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.</p> <p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

Modules for this Course:

Module 1: Developing a Sense of Self

Module 2: Goal Setting

Module 3: Design Thinking

Module 4: Entrepreneurship 101

Module 5: Research Methods and Credibility



Module 6: Community Activism

Module 7: Communication

Module 8: “The Great Debaters”



Methods of Assessment for the LEAD Course

The LEAD course is a project-based learning course where students complete projects that are coordinated with the outcomes of each module. Accordingly, assessments are done using project outcomes as the primary evidence for a student’s learning. In addition to the project outcomes, students will complete performance-based assessments that are aligned to the LEAD domains continuum. The following methods for assessment will be used:

Performance-based Assessments for the Leadership Continuum: Students will be assessed on specific skills acquired throughout the year on skills laid out in the Leadership continuum. As students engage in practicing these skills, a summative experience will be provided to determine if they’ve mastered these skills. See a sample portion of the continuum below:

Self-Science Strand Four Year Continuum					
	9	10	11	12	College
LEAD.SS.Self Assessment and Personal Growth	1-I can identify different types of self assessments and how they can be valuable to my personal growth	1-I can use self assessments to chart a manageable growth plan for my strengths and areas of growth	1-I can use self assessments to articulate my strengths and areas of growth to others	1-I can assess the strengths of others and articulate them based on their behaviors and actions	1-I can assess the strengths and areas of growths in others, in teams, and in times of conflict
	2-I can use self assessments to know my strengths and areas of growth	2-I can describe specific behaviors or actions that align to strengths and areas of growth	2-I can reflect on my actions and behaviors from my day-to-day life to deepen my understanding of strengths and areas of growth	2-I can predict situations in which a strength or area of growth might be manifested	2-I can request and give feedback on areas of growth in appropriate contexts
	3-I can identify actions or behaviors that correspond to assessment types	3-I can recognize if a strength or area of growth is present in varying contexts	3-I can express my areas of growth to others and request actionable feedback on them 4-I can understand situations in which a strength or area of growth might have been manifested	3-I can internalize feedback on areas of growth and act on the feedback 4-I can access reflect on areas of growth in times of conflict or negative outcomes	3-I can determine when feedback on areas of growth is accurate and applicable 4-I can provide feedback on areas of growth that is actionable to others and myself

Project Artifacts and Exhibitions: Throughout each interim students will be asked to investigate a challenge or problem aligned to the interim topic and complete a project that addresses the topic while also integrating skills learned in each course. Each project will have a course-specific artifact or exhibition that is assessed by the course teacher.



Instructional Model and Implementation Strategies for LEAD I

The LEAD course is taught using a project-based learning style. The instructional model and strategies are adopted from the Buck Institute for Education (bie.org). The Buck Institute defines Project-based learning exclusively as: Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The following elements and instructional strategies will be used for the LEAD course projects:

Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.

Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

Authenticity - The projects feature real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.

Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.

Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

Critique & Revision - Students give, receive, and use feedback to improve their process and products.
Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.



Module #1: Developing a Sense of Self

In this module students seek out and discover their self-concept through a variety of methods for self-assessment, self-reflection, and storytelling. Students learn the value of self-assessments and delineate between types. Students learn to use self-assessment to determine areas of growth and begin to look at how to codify manifestations of strengths and weaknesses through observable actions and behaviors. Students then begin to uncover how areas of growth can be inhibited when operating with a fixed mindset; they alternatively examine the elements of a growth mindset and where they ultimately have a locus of control in enhancing their strengths and targeting their growth areas. Students examine through self-reflection moments in which they have been limited by a low sense of possibility and consequently had a low rate of self-efficacy. Students learn these concepts alongside a topic study of the achievement gap where they examine how society and statistics have in some circumstances placed labels and expectations on individuals using a deficit mindset. They develop, through their sense of self, a resolve to be mindful about their strengths and growth areas and manage their potential through an increased locus of control.

# of Days	Standards	Indicators for Assessment
20	<p>LEAD.SS.SAPG. 1a- examine outcomes of self-assessments to determine one’s strengths and areas of growth (i.e. Myers-Briggs, StrengthsFinder, Career Inventories, academic indicators, etc.) in academics and interpersonal relationships</p> <p>LEAD.SS.SAP. 1b- analyze and codify personal strengths and areas of growth into observable actions in order to observe progress</p> <p>LEAD.SS.MMM 1a- respond to life and goal outcomes (negative or positive) with a belief in the ability to grow and improve</p> <p>LEAD.SS.MMM 1b- analyze how the locus of control in achieving a goal can be expanded</p> <p>LEAD.SS. PSR 1a- design and use tools for assessing efficacy, social relationships, family relationships and collaborative relationships in life outcomes</p> <p>LEAD.SS. PSR 1b- assess decision-making practices, self-efficacy, and self-determination in acquiring goals and responding to life outcomes</p>	<p>SS 9.1 Students can identify different types of self assessments and how they can be valuable to my personal growth</p> <p>SS 9.2 Students can use self assessments to know my strengths and areas of growth</p> <p>SS 9.3 Students can identify actions or behaviors that correspond to assessment types</p> <p>SS 9.10 Students delineate between a growth and fixed mindset</p> <p>SS 9.11 Students can articulate how each type of mindset can affect an individual, family, group, and relationship</p> <p>SS 9.12 Students can reflect on moments when they are demonstrating a fixed mindset</p> <p>SS 9.13 Students can reflect on moments when they have demonstrated a growth mindset</p> <p>SS 9.14 Students can explain locus of control and identify how changing variables change levels of control</p>



Module #2: Goal Setting

After gaining a deep understanding of self-assessment, students explore the ways in which goal setting can lead to self-actualization and delivering on areas of growth and future outcomes. Students learn the value of measurement, timelines, and previously determine evidences of achievement. They internalize the characteristics of a SMART goal, create action steps to take to complete goals, and learn methods for benchmarking their progress. Students practice managing their goals in two-week time spans before spending time focusing on long-term goal planning and envisioning a pathway to college.

<i># of Days</i>	<i>Standards</i>	<i>Indicators for Assessment</i>
23	<p>LEAD.SS. SEG. 2a- determine desired goals and delineate a timeline, measurable outcomes, and evidence of attainment</p> <p>LEAD.SS. SEG. 2b- create a plan for obtaining a specific, measurable outcome and progress monitoring (i.e. benchmarks or milestones)</p> <p>LEAD.SS. SEG. 2c- examine plans, goals, and amend or extend outcomes to varying/tiered levels of success (i.e. 5 and 10-year plan, rank outcomes against one another)</p>	<p>SS 9.4-Students can analyze the characteristics of a SMART goal</p> <p>SS 9.5-Students can set and plan for a SMART goal in a 2-week span</p> <p>SS 9.6-Students can assess the outcomes of a SMART goal</p> <p>SS 9.7-Students can recognize and assess the value of long-term goals</p> <p>SS 9.8-Students can reflect on the feasibility of a SMART goal at the completion of its timeline</p> <p>SS 9.9-Students can create a college and career access plan with measurable indicators for achievement (GPA, ACT, extracurriculars, service, etc)</p>



Module #3: Design Thinking

In this module students explore the practice of design thinking through the management of a design process with an emphasis on iteration and teamwork. They learn to recognize where an idea or creation may or may not have a place in its context, how to create and manage prototyping cycles and incorporate user feedback, work in collaborative groups with an intent to design a user-facing product or experience, and respond to feedback as a team. Students do this work collaboratively in a project that cultivates in a creation that responds to community-based need.

# of Days	Standards	Indicators for Assessment
24	<p>LEAD.E.DTI. 1a interpret and analyze research to synthesize findings for ideation and selection of solution, invention, or user experience</p> <p>LEAD.E.DTI. 1b create, plan, and manage prototyping cycles that include user feedback and incorporation to iterations</p> <p>LEAD.E.DTI. 1c construct and execute collaboration, teamwork, and feedback protocols for design team</p> <p>LEAD. E. BP 2a determine the elements of effective organizational performance needed for the specific product</p> <p>LEAD. E. BP 2b construct outcomes and indicators of successful organizational performance along with systems of measurement for an organizational mission</p> <p>LEAD. E. BP 2c respond to changing markets, low performance indicators, and/or disruptive opportunities to reach or improve mission</p>	<p>DT 9.1-Students can investigate a situation given the context and identify an idea as problem, need for innovation, or novelty/invention</p> <p>DT 9.2-Students can research contexts to understand the historical approaches to an idea</p> <p>DT 9.3-Students can brainstorm solutions for an idea and discuss/share them with a team</p> <p>DT 9.4-Students can use research and feedback to create a prototype to an idea</p> <p>DT 9.5-Students can design a plan to test an idea, get feedback and practice iteration</p> <p>DT 9.6-Students can work within a team to assess an idea</p> <p>DT 9.7-Students can work within a team to brainstorm an idea</p> <p>DT 9.8-Students can work within a team to build and prototype</p> <p>DT 9.9-Students can work within a team to respond to new iterations to a prototype</p>



Module #4: Entrepreneurship 101

In this module, students will explore the basic principles of organizational management through the lens of team and individual. Students imagine themselves working in an organization, creating an organization, and leading an organization. They work through case studies and exemplars to characterize the ways in which businesses operate, use management practices to grow and control outcomes, and place values within an organization. Additionally students assess the qualities of leaders that have successfully led and moved organizations forward. Students generate an organizational idea on their own with a vision for how the organization would operate using the characteristics they've worked to define.

<i># of Days</i>	<i>Standards</i>	<i>Indicators for Assessment</i>
24	<p>LEAD. E. OP 2a determine the elements of effective organizational performance needed for the specific product</p> <p>LEAD. E. OP 2b construct outcomes and indicators of successful organizational performance along with systems of measurement for an organizational mission</p> <p>LEAD. E. OP 2c respond to changing markets, low performance indicators, and/or disruptive opportunities to reach or improve mission</p> <p>LEAD. E. OBL 3a analyze and codify the characteristics of ethical, inclusive, mission-oriented leadership (delegation, efficacy, teamwork ,etc)</p> <p>LEAD. E. OBL 3b create systems of measurement for characteristics of organizational leadership (organizational assessments, timelines, etc)</p>	<p>OPM 9.1- Students can assess the people, resources, finances, and procedural practices an organization uses to be successful</p> <p>OPM 9.2- Students can identify various types of successful business or organizational practices in different industries or markets</p> <p>OPM 9.3- Students can assess the workflow of an organization to provide a product or service</p> <p>OPM 9.4- Students can analyze the ways in which an organization develops and continues its production or service (scale)</p> <p>OPM 9.5- Students can assess the measurements a business or organization uses to determine success</p> <p>OPM 9.6- Students can create a general business plan with a general system of measurements</p> <p>OPM 9.7- Students can assess how markets in business or organizations change, how organizations adjust, and how they innovate</p> <p>OL 9.1- Students can codify and assess qualities of leadership in an organization (ethics, honesty, integrity, responsibility, initiative, etc)</p> <p>OL 9.2-Students can determine the messaging structures organizations use to be positive, effective, and accountable</p>



	<p>LEAD. E. OBL 3c Delineate among personal leadership skills suited to the organizational mission (time management, feedback protocols, self-evaluation, risk-assessments, etc)</p>	<p>OL 9.3- Students can assess the vision of an organization and how it is embodied by its stakeholders</p> <p>OL 9.4- Students can analyze how an organization’s accountability structure works and is measured over time</p> <p>OL 9.5- Students can assess how leaders work with others in their organization to delegate, share decision-making, include diversity, and deliver outcomes</p> <p>OL 9.6- Students can explain how leaders measure their efficacy in an organization, seek and respond to feedback, and conduct self-assessments</p>
--	---	--



Module #5: Research Methods and Credibility

Students will develop analytical skills through comparison, thoughtful discussion and evidence based research. They'll use the outcomes of this research to practice problem solving, collective reasoning, and transmission of findings as a function of testing solutions. The duration of this unit focuses on enabling students to thrive in collaborative groups, understand the manner in which they operate in a group setting when attempting to solve a problem with varying constraints including time, resources, and voice.

<i># of Days</i>	<i>Standards</i>	<i>Indicators for Assessment</i>
24	<p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (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. a.</p> <p>CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b.</p> <p>CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and</p>	Performance Based Assessments Using Research and Evidence Module Indicators from Odell ELA Curriculum



	<p>accuracy of each source and noting any discrepancies among the data.</p> <p>CCSS.ELA-Literacy.SL.11-12.3 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.</p> <p>CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	
--	---	--



Module #6: Community Engagement and Activism

Students will explore historical examples of community advocacy specifically in Washington D.C. Students will evaluate issues which require advocacy today and assess those issues using various methods of communicating with a community group. As students access communities they will work collectively with an organization to mobilize a response to a need and activate a community base to generate a solution. Students will work in collaborative groups harnessing their research and communication skills to attempt a less iterative, longer-term solution to an issue. Students will additionally utilize their organizational and personal leadership skills in order to deliver an outcome and their entrepreneurial skills to assess the quality and desired outcomes of the solutions they generate.

<i># of Days</i>	<i>Standards</i>	<i>Indicators for Assessment</i>
24	<p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (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. a.</p> <p>CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b.</p> <p>CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually,</p>	Outcomes of Community Engagement Project as determined by the standards-based artifacts for the project



quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3 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.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.



Module #7: Communication and Presentation

Students will identify and practice the essential foundations of public speaking and presentation. Students will become familiar with modalities of speech, varying methods for presenting information, assessing and responding to an audience, and crafting speeches to varying styles. Students will pontificate, they will expose, persuade and insert bias. Students will generate formats of speech that encourage them to assess the cultural and demographic makeup of their audience, target specific talking points

<i># of Days</i>	<i>Standards</i>	<i>Indicators for Assessment</i>
24	<p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Knowledge of Audience</p> <p>CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</p>	Performance Based Assessment: delivery of a prescribed speech topic, speech pattern, and audience



	<p>when indicated or appropriate</p> <p>CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LEAD. CP. 1 Determine audience considering cultural, social, and age differences as well as knowledge of subject and adapt messaging.</p> <p>LEAD. CP. 2. Delineate between argument, persuasion, informative, motivation, entertainment appropriately for communicating a message</p> <p>LEAD. CP. 3. Organize speeches into appropriate sections with transitions and thoughtful preparation</p> <p>LEAD. CP.4. Utilize patterns of speech structure such as chronological order, cause and effect, climax order, parallels, analogies, and storytelling</p> <p>LEAD. CP.5 Integrate verbal command of appropriate articulation, vocal variety, rate, pitch, tone, and enthusiasm, and appropriate speaking persona.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage</p>	
--	---	--



Module #8: Argumentation and Debate

In an extension of the communication and presentation unit, students attempt to synthesize their skills acquired in module 4 (researching for evidence and credibility) and module 7 (communication and presentation) to practice skills in debate. Students complete a 360-degree view of debate practices from examining points, delivering rebuttals, predicting and responding to counterpoints, and exerting refutation when necessary. Students will conduct this work throughout the module using the schoolwide topic study on America’s response to 9/11. Students will, at the end of the module, conduct a mock committee hearing with teams debating the virtues of America’s response to 9/11, the current use of modern warfare techniques, and what to do in response to the ever changing threat of ISIS.

# of Days	Standards	Indicators for Assessment
24	<p>CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS.ELA-Literacy.SL.11-12.3 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.</p> <p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LEAD. DA. EBA 1a. Analyze of evidence to support key points in an argument</p> <p>LEAD. DA. EBA 1b. Conduct a critical examination of historical data and patterns to support or refute a key point</p> <p>LEAD. DA. EBA 1c. Analyze the legitimacy of evidence used in a counter argument or in research for</p>	Performance-Based Assessment: debate scoring in 1 on 1 debates



	<p>a key point</p> <p>LEAD. DA. DPE 1a. Construct a position for an argument, align points to position, predict counterpoints, and give responses to counterpoints</p> <p>LEAD. DA. DPE 1b. Plan for rebuttal of an opposing position and execute</p> <p>LEAD. DA. DPE 1c. Construct and use cross examination techniques on against a position</p> <p>LEAD. DA. DPE 1d. Examine and respond to elements of an inductive argument</p> <p>LEAD. DA. DPE 1e. Construct and deliver an aligned refutation of an opposing argument</p>	
--	---	--