

What is language? How do we use language purposefully to communicate information about flooding in the Grand Forks and surrounding areas?

Content Goals for this Unit

1. I know techniques of persuasion				
<input type="checkbox"/> I know what I think/ my opinion about an issue	<input type="checkbox"/> I know what persuasion is	<input type="checkbox"/> I know how emotions can persuade people	<input type="checkbox"/> I know how logic can persuade people	<input type="checkbox"/> I know that persuasion considers audience
2. I know techniques of presentations				
<input type="checkbox"/> I know examples of oral, visual, written, digital and blended presentations	<input type="checkbox"/> I know what makes a presentation format powerful	<input type="checkbox"/> I know that the format of presentation depends on purpose	<input type="checkbox"/> I know how presentations are organized	<input type="checkbox"/> I know that the format of presentation depends on audience

Curricular Competencies for this Unit

3. I can find information for different purposes and from a variety of sources. I can evaluate the relevance, accuracy and reliability of text				
<input type="checkbox"/> I can identify types of text	<input type="checkbox"/> I can identify the purposes and sources of text	<input type="checkbox"/> I can determine if a source is relevant	<input type="checkbox"/> I can determine if a source is accurate	<input type="checkbox"/> I can determine if a source is reliable
4. I can respond to text				
<input type="checkbox"/> I can respond to a text creatively	<input type="checkbox"/> I can respond to a text in one way (oral, visual, written) <input type="checkbox"/> I can make a personal connection	<input type="checkbox"/> I can respond to a text in two ways (oral, visual, written) <input type="checkbox"/> I can explain my thinking	<input type="checkbox"/> I can respond to a text in any way (oral, visual, written) <input type="checkbox"/> I can consider differently points of view	<input type="checkbox"/> I can respond to text by integrating all ways <input type="checkbox"/> I can respond critically

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Curricular Competencies for this Unit

5. I can use writing and design processes to plan, develop and create text for different purposes and audiences

<input type="checkbox"/> I can plan, develop and create one text <input type="checkbox"/> I can create a text for an assignment	<input type="checkbox"/> I can plan, develop and create text in one way (oral, visual, written) <input type="checkbox"/> I can create text and share with a peer	<input type="checkbox"/> I can plan, develop and create text in two ways (oral, visual, written) <input type="checkbox"/> I can create text for a small group (under 5) audience that I know	<input type="checkbox"/> I can plan, develop and create text in any way (oral, visual, written) <input type="checkbox"/> I can create text for a large group audience that I know	<input type="checkbox"/> I can plan, develop and create text by integrating multiple ways <input type="checkbox"/> I can create create for an audience that is unknown
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6. I can refine texts to improve them and make them more effective for targeted audiences

<input type="checkbox"/> I can refine my text by adding more details	<input type="checkbox"/> I can refine my text by using techniques to improve the clarity	<input type="checkbox"/> I can refine my text by using techniques to improve its clarity for a targeted audience	<input type="checkbox"/> I can refine my text by using techniques to improve its effectiveness for a targeted audience	<input type="checkbox"/> I can refine my text by using techniques to improve its impact for a targeted audience
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Core Competencies for this Unit (Choose one)

I can become socially responsible by: _____

<input type="checkbox"/> I have evidence of this goal in this class <input type="checkbox"/> I have evidence of this goal in other classes	<input type="checkbox"/> I have evidence of this goal in my life	<input type="checkbox"/> I have evidence of this goal in more than one way (oral, visual, written)
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