PERRY LOCAL SCHOOLS
GUARANTEED AND VIABLE CURRICULUM
MOCK TRIAL

DOMAIN	Social Studies – Civic Engagement and Content Literacy	Grading Period
POWER OBJECTIVE #1	**Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.**	
SUPPORTING INDICATOR	Initiate and participate effectively in a range of collaborative discussions (one-on-one, groups, and teacher/community representative-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. **(SL.11-12.1)**	
POWER OBJECTIVE #2	**Use a research process model to prepare a collection of documents pertaining to a civic issue and explain the relevancy, perspective or position, and evaluate the credibility of each source.**	
SUPPORTING INDICATORS	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. **(L.11-12.4)**	
	Determine an author's perspective or purpose in a text in which rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(RI.11-12.6)**	
	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., presidential addresses) **(RI.11-12.8)**	
	Conduct short as well as more sustained research projects to answer a question (including self-generated questions) 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.11-12.7)**	
	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 course and following a standard format for citation. **(W.11-12.8)**	
	Draw evidence from literary or informational texts to support analysis, reflection, and research. **(RI.11-12.9)**	
	Cite textual evidence to support analysis of what text says explicitly as well as inferences drawn, including determining where the text leaves matters uncertain. **(RI.11-12.1)**	
	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. **(RI.11-12.2)**	
DOMAIN	Informational/Explanatory Writing	Grading Period
POWER OBJECTIVE #3	**Write informative/explanatory texts and abstracts to examine complex ideas.**	
SUPPORTING INDICATORS	*6.a Establish a clear and thorough thesis to present and explain information (W.11.12.2a)*	
	6.b Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it; include formatting, graphics, and multimedia to aid comprehension, when needed.	
	6.c Select the most significant and relevant facts, extended definitions, concrete details, quotations to develop the topic.	
	6.d Use appropriate and varied transitions and syntax to link major sections of text, create cohesion, and clarify the relationships among complex ideas and concepts.	
	6.e Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	
	6.f Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.	
	6.g Provide an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications of the topic)	

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DOMAIN	Presentation/Speaking	Grading Period
POWER OBJECTIVE #4	**Present and evaluate another speaker's presentation for distinct perspective and alternate perspectives, reasoning, organization, tone, style, and use of evidence and rhetoric appropriate to audience.**	
SUPPORTING INDICATORS		
DOMAIN	Information Literacy	Grading Period
POWER OBJECTIVE #5	**Determine and apply an evaluative process to all information sources chosen for a project.**	
SUPPORTING INDICATORS	*Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.*	