

Stage 1 Desired Results		Research 1930's and 1960's	
<p><b>ESTABLISHED GOALS (CCSS)</b></p> <p><i>---- Emphasized standards (as all standards will be addressed in each unit)</i></p> <p><b>Reading Standards</b>            RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL. 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.            RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).            RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9 &amp; 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9&amp;10 text complexity band independently and proficiently.</p> <p><b>Reading Informational Texts</b>            RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.            RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.            RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word</p>	<i>Transfer</i>		
	<p><i>Students will be able to independently use their learning to...</i>            Research, write and document and an argumentative essay using MLA formatting and documentation rules.</p>		
	<i>Meaning</i>		
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• That topic choice and brainstorming will help sort out ideas and outline key information for a rough draft.</li> <li>• That making a claim and then writing towards the desired audience improves the quality of a paper.</li> <li>• That researching scholarly sources help to back up their own claims with proof and evidence.</li> <li>• That continual revision, rewriting, and peer editing improves the focus of their paper.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• What topic will make an effective paper and what side should I take?</li> <li>• How can I show both sides of my topic (both my side and the opposing side) while still staying on my side?</li> <li>• Who is the desired audience in my paper, and who is the realistic audience?</li> <li>• How does my audience effect how I will write my paper?</li> <li>• What type of introduction can be used to capture a reader's attention?</li> <li>• What kind of information could help to strengthen my paper?</li> <li>• Where can I find research information for my paper?</li> <li>• How do I evaluate sources?</li> <li>• What is the correct format for my essay?</li> <li>• How can I constructively critique my peers?</li> <li>• What tools can I use from the writing process in order to review, edit, critique, and polish my work?</li> </ul>	
<i>Acquisition</i>			
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The difference between a draft and a final product.</li> <li>• How to develop an argument.</li> <li>• How to brainstorm ideas.</li> <li>• How to evaluate a resource.</li> <li>• Who their audience is.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Capturing their audience with a strong introductory thesis and argument.</li> <li>• Researching reliable sources of information.</li> <li>• Revising their own work productively.</li> </ul>		

choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), including how they address related themes and concepts.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

**Writing**

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.

W.9-10.2 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.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

- Critiquing their peer's work constructively.
- Presenting their findings and argument to their peers.

approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1&3 up to and including grades 9-10 on page 54.)

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.

W.9-10.7 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.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 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, and audiences.

**Speaking and Listening**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

SL.9-10.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

**Language**

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Stage 2 - Evidence**

**Evaluative Criteria**

**Assessment Evidence**

**PERFORMANCE TASKS**

**CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):**

Description of Assignment:

**Task**

Students will research, edit, document and compose an extensive argument essay. This essay and project must be connected to the decade of the 1960's or the 1930's and it will serve as a scaffolding for *To Kill a Mockingbird*. Students will follow MLA formatting and documentation rules to create a polished final draft that include multiple sources. Students will then present their findings to their peers and lead their peers in a multi genre presentation.

	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>- Daily practice activities</li> <li>- Quizzes and Tests</li> <li>- Small group peer editing.</li> <li>- Graded rough drafts: Works Cited page, introduction, outline, etc.</li> </ul>
<b>CLAIMS</b>	<p><u><b>CLAIM 1</b></u>      <u><b>CLAIM 2</b></u>      <u><b>CLAIM 3</b></u>      <u><b>CLAIM 4</b></u></p>
<b>DEPTH OF KNOWLEDGE LEVELS</b>	<p><u><b>DOK 1</b></u>      <u><b>DOK2</b></u>      <u><b>DOK 3</b></u>      <u><b>DOK4</b></u></p>
<b>ACHIEVEMENT LEVEL DESCRIPTORS</b>	<p><u><b>ALD 1</b></u>      <u><b>ALD 2</b></u>      <u><b>ALD 3</b></u>      <u><b>ALD 4</b></u></p>
<b>Stage 3 – Learning Plan</b>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	<ul style="list-style-type: none"> <li>- Study will include a variety of research based readings: <ul style="list-style-type: none"> <li>o Database</li> <li>o Website</li> <li>o Books, Magazines, Newspapers, etc.</li> </ul> </li> <li>- Students will receive a variety of handouts/lessons on MLA rules</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>o Content quizzes</li> <li>o Daily practice assignments</li> <li>o Graded Rough Drafts</li> <li>o Presentation</li> </ul> <p>Final assessment:</p> <p>Students will research, edit, document and compose an extensive argument essay. This essay and project must be connected to the decade of the 1960's or the 1930's and it will serve as a scaffolding for <i>To Kill a Mockingbird</i>. Students will follow MLA formatting and documentation rules to create a polished final draft that include multiple sources. Students will then present their findings to their peers and lead their peers in a multi genre presentation.</p>
<b>Materials/Resources</b>	<p><b>Variety of handouts covering MLA documentation and formatting rules; Sample essays; Access to school online database subscriptions; MLA citation websites.</b></p> <p><b>Additional Resource Links:</b></p> <p><b>Purdue University Writing Lab on Argument Essay:</b>  <a href="https://owl.english.purdue.edu/owl/resource/724/1/">https://owl.english.purdue.edu/owl/resource/724/1/</a>  <a href="https://owl.english.purdue.edu/owl/resource/685/05/">https://owl.english.purdue.edu/owl/resource/685/05/</a></p>

	<p><b>MLA Citation Maker:</b></p>
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<http://www.bibme.org/>

**Evaluating Website Sources:**

<http://ios.lib.csufresno.edu/arc/frewebsources>

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