

Designer Name(s): CGPercy
 Subject Area: ELA
 Unit Title/Focus: Research: Current Event
 Estimated Amount of Instructional Time: 10 days

Date: 6/09/2014
 Grade Level(s):10

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-LITERACY.L.9-10.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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.

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Students will understand that:

- Sources of information about events have to be reviewed for accuracy.
- Current events have their roots in history.
- Presentation of information can skew an audience's understanding of events.
- No presentations of an event are likely to be the same.

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- What influences a report's validity?
- Why would information that is false appear to be true?
- What are the best approaches for researching current events?
- What makes a current event interesting to an audience?

Big Idea(s)

Words have the power to inform or delude us.

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> - What are specific tools for researching current events. - How to find accurate and credible sources of information. - Acceptable forms of skewing data. 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> - Recognize credible information sources. - Identify several current events and the history behind the events. - Use specific language to craft skew an audience's understanding of a current event.
Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> Presentation of a visual overview of a current event. Prepare short current event writing examples to illustrate understanding the different types of presentations. 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> Create catalogs of current event samples. Create catalogs of credible sources. Quizzes on vocabulary and terminology.
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <ul style="list-style-type: none"> Where: Collect and organize information on current events Hook: Students explore a variety of types and versions of presentations Equip: Develop additional vocabulary and practice using presentation skills for current events topics Rethink/Revise: Consider historical events in terms of modern day events Evaluate: Find new links to old subjects in modern media sources Tailor current event samples to match student interests Create presentations using electronic devices and systems 	

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 4
	<input type="checkbox"/> Claim #2/DOK 3
	<input type="checkbox"/> Claim #3/DOK 3
	<input type="checkbox"/> Claim #4/DOK 3
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):