

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Making Our Community a Better Place to Live

Course Code: English 2

COURSE INTRODUCTION:

In tenth grade English, students will closely read and evaluate a variety of fiction and nonfiction texts in order to answer overarching, essential questions. As they read, they will use process writing, free writing, and journaling to explore connections to fiction and nonfiction literature while learning to ask the questions necessary to grasp a relationship between local concerns and universal questions. Through civil discourse (collaboration, discussions about literature, and responses to reading), students will deepen their understanding of reading, writing, listening, speaking, use of language, and technology. By the end of tenth grade, the students are prepared for further studies in eleventh grade English-Language Arts.

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<p>UNIT DESCRIPTION: Argumentative writing is the act of collecting data, forming reasons, making inductions, drawing conclusions, and applying them to the case in discussion. It clearly explains the process of reasoning from the known or assumed to the unknown. Students will write and orally present an argument of policy related to a necessary change in their community. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	<p>SUGGESTED UNIT TIMELINE: 9 weeks CLASS PERIOD (min.): 45 minutes</p>					
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What changes need to be made in our community that will positively impact its citizens? 2. What can be done by community members to begin and/or accomplish this change process? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES						
	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. Students will read, think critically about, and discuss a variety of non-fiction texts.</p>	<p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.4: Interpret words and</p>	<p>R.3.C.E2.a R.3.C.E2.b R.3.C.E2.c R.3.C.E2.d R.3.C.E2.g R.3.C.E2.h R.3.B.E2.e</p>	<p>1.5 1.6 1.7 2.3 3.6 4.6</p>	<p>RI.9-10.1</p> <p>RI.9-10.4</p>		<p>3</p>

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	<p>phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>R.3.C.E2.f</p> <p>L.1.A.9-12.b</p> <p>L.1.B.9-12</p>		<p>RI.9-10.6</p> <p>RI.9-10.8</p> <p>SL.9-10.1.a</p> <p>SL.9-10.1.b</p> <p>SL.9-10.1.c</p> <p>SL.9-10.1.d</p>		
<p>2. Students will know similarities and differences of persuasive and argumentative essays.</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.5: Analyze the structure of texts, including how specific sentences,</p>	<p>R.3.C.E2.a</p>	<p>1.5</p>	<p>RI.9-10.2</p> <p>RI.9-10.5</p> <p>RI.9-10.7</p>		<p>3</p>

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	<p>paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R.7: Integrate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>R.3.C.E2.b R.3.C.E2.c R.3.C.E2.d</p>				
<p>3. Students will use basic strategies of inquiry to clarify and develop solutions to the problem they choose to write about.</p>	<p>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>	<p>W.3.A.E2.d</p>	<p>1.1 1.2 1.3 1.4 1.5 1.6 1.7 3.1 3.5 3.7 3.8</p>	<p>W.9-10.7</p> <p>W.9-10.8</p> <p>W.9-10.9.b</p> <p>W.9-10.10</p>		<p>4</p>

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	of the conventions of standard English capitalization, punctuation, and spelling when writing.					
5. Students will orally present their argument of policy proposal.	<p>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when</p>	L.2.A.9-12.b		<p>SL.9-10.2</p> <p>SL.9-10.3</p> <p>SL.9-10.4</p>		3
		<p>W.2.E.E2.a</p> <p>W.2.E.E2.b</p> <p>W.2.E.E2.c</p>		<p>SL.9-10.5</p> <p>SL.9-10.6</p> <p>L.9-10.1.a</p> <p>L.9-10.1.b</p>		1

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	<p>indicated or appropriate. L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ol style="list-style-type: none"> 1. Formative: Socratic Seminar. 2. Formative: Graphic organizer showing similarities and differences of a persuasive essay and an argumentative essay. 3. Formative: Questionnaire developed to collect data. 4. Formative: Analysis of collected data. 5. Formative: Evidence of each step of the writing process. 6. Summative: Written Argument of a community Policy Essay—“Examine a policy in your community and make a recommendation to your community leaders regarding this policy.” 7. Summative: Presentation of Recommendation to Class and/or representative(s) of community organizations. <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
1	1. Facilitate Socratic Seminar discussions [link to State Literacy Plan?]				
2	2. Model each step in the development of an argument of policy essay.				
3	3. Facilitate writing collaborative groups.				
4	4. Facilitate Writing Workshop [link to State Literacy Plan] and the Writing Process. [link to State Literacy Plan]				
5	5. Provide a structure within the classroom to allow students to present their proposals. This presentation may be to small groups or the whole class.				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	1. Students will read non-fiction texts and participate in Socratic Seminars [link to State Literacy Plan?] to process the information.				
2	2. Using the inquiry method, students will collaboratively compare and contrast persuasive and argumentative essays.				
3	3. As the teacher models the process of developing an argument of policy essay, students will participate in a collaborative group to work on a community problem of common interest and write an argument of policy letter to a community leader.				

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4	4. Students will use the Writing Process [link to State Literacy Plan] within the Writing Workshop [link to State Literacy Plan] to develop and write an individual argument of policy essay on a community policy/problem.
5	5. Students will orally present their individual argument of policy to their class and/or representative(s) from the community.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Teacher Resources:</p> <p>Daniels, H. and N. Steineke. <u>Texts and Lessons for Content-Area Reading</u>. Heinemann, c2011. Lesson: “Arguing Both Sides,” pp. 104-109.</p> <p>Hillocks, G. <u>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</u>. Heinemann: c2011.</p> <p>http://www.roanestate.edu/owl/argument.html</p> <p>http://www.readwritethink.org/resources/resource-print.html?id=945</p> <p>Presentation by Jeffrey Wilhelm. Write to Learn Conference, March 2012.</p> <p>Student Resources:</p> <p>For Literature Circle discussions: <u>The Boy Who Harnessed the Wind</u> by William Kamkwamba. Inspiring non-fiction book that tells the story of a young man who looks around his community in Africa, sees much junk and decides to make something that will benefit his community.</p> <p>Newspaper articles/editorials from the community discussing local issues and problems; Sojourner Truth’s speech “Ain’t I a Woman?”; <u>The Rights of Women</u>, a pamphlet written by Olympe de Gouges.</p> <p>Examples of argumentative essays: Appendix C of Common Core State Standards; http://www.greguide.com/gre-argument-essay-1.html</p> <p>Suggestions for topics for individual argument of policy essay: Student handbook from high schools; newspaper articles/editorials from the community discussing local issues and problems.</p>	