[Course Title] English II

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Unit #5: Conducting Research and Composing the Paper

Transfer Goals –

Students will be able to develop an argument in their own words which is supported with a synthesis of various sources.

Students will be able to evaluate the credibility of sources from various mediums.

Stage 1 – Desired Results

Established Goals	**21st Century Themes** **(www.21stcenturyskills.org)**
2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) **Common Core Curriculum Standards for Math and English** (http://www.corestandards.org/) RL.9---10.1 Cite strong and thorough textual evidence to support analysis of what the	___ Global Awareness _x_ Financial, Economic, Business and Entrepreneurial Literacy _x_ Civic Literacy ___ Health Literacy ___ Environmental Literacy

text says explicitly as well as inferences drawn from the text.

RL.9---10.2 Determine a theme or central idea of a text and analyze in detail 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.

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 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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.

21st Century Skills

Learning and Innovation Skills:
_x_ Creativity and Innovation
_x_ Critical Thinking and Problem Solving
_x_ Communication and Collaboration

Information, Media and Technology Skills:
_x_ Information Literacy
_x_ Media Literacy
_x_ ICT (Information, Communications and Technology) Literacy

Life and Career Skills:
_x_ Flexibility and Adaptability
_x_ Initiative and Self-Direction
___ Social and Cross-Cultural   Skills
_x_ Productivity and Accountability
___ Leadership and Responsibility

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

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---10.10 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.

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---10.4 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 approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

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

SL.9---10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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---10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

Enduring Understandings:	Essential Questions:
Students will understand that . . .	
EU 1 Critical reading gives students the skills necessary to identify, understand, question, challenge, and defend the themes revealed in literature.	*EU 1* • Why is it important to read for more than a surface-level understanding of a work?
EU2 In-depth analysis of informational text allows readers to better identify the modes through which writers establish, develop, and support an argument.	*EU2* • How can I better understand the means of argumentation by reading informational texts?
EU3 Conducting research prepares students for a world in which sources of all mediums must be evaluated and assessed.	*EU3* • What is the purpose of conducting research? • How will conducting research benefit me in the future?
EU4 Developing an original thesis through analysis and synthesis of sources reveals higher level thinking and creativity.	*EU4* • • What will I gain from reading various sources? • What does the thesis reveal about my learning?
EU5 Citing textual evidence in one's own writing teaches students the importance of defending arguments with credible sources while avoiding plagiarism.	*EU5* • Why is it imperative to cite sources in my writing? • How will citations strengthen my argument?
EU6 Proper use of vocabulary and mastery of the conventions of standard English allow for clarity and conciseness in one's writing.	*EU6* • How can I enhance the clarity and conciseness of my paper?
Knowledge: Students will know . . . EU 1 • reading comprehension strategies • Bloom's Taxonomy terminology EU2 • elements of composition • rhetorical devices • logical fallacies	**Skills:** Students will be able to . . . EU 1 • actively read via annotation • identify and interpret themes in literature • pose (and answer) questions using Bloom's Taxonomy EU 2 • explain the compositional elements used in writing identify • examples of rhetorical devices and assess their effectiveness

	• expose false statements and fallacious reasoning

| EU3
• where to find credible information
• how to evaluate print, multimedia, and digital sources | EU3
• utilize and evaluate reliable sources
• assess the credibility of various sources |

EU4
- how to interpret and dissect individual sources how
- to make connections between two or more sources
- the thesis: topic, assertion, why/how

EU4
- take notes on source materials
- create an annotated bibliography
- articulate an argument that will serve as the thesis of a paper

EU5
- MLA formatting and guidelines
strategies for incorporating quotes within
sentences/paragraphs how to paraphrase
how to use quotes effectively

EU6

denotative, connotative, and figurative meanings of
words conventions of standard English that effective
diction improves style
the difference between verbose and concise writing

EU5
- properly format in-text citations using MLA guidelines
- create a Works Cited page
- maintain a logical progression of thought by creating a balance between textual evidence and analysis

EU6
- use appropriate vocabulary to create effective style
- use correct grammar and mechanics
- use varied syntax to enrich writing
- edit and revise to prevent wordiness

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Describe your performance tasks here (in bulleted format if more than one).

Students will compose a three to five page research paper using three to five sources, which may range from literary works (i.e. novels, plays, short stories, poems) to informational texts (i.e. on-line research database articles, .gov/.edu/.org sites).

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- quizzes on MLA terminology
- quizzes on rhetorical devices and logical fallacies
- quizzes on conventions of standard English grammar, usage, mechanics, etc.
- annotated notes on literary works through which students can focus on themes, characterization, settings, and conflicts to be discussed

in a paper
- annotated notes on informational texts through which students can focus on an author's purpose, argument, tone, and rhetoric
- annotated bibliography on research articles, revealing a student's ability to gather, interpret, and synthesize information
- highlighted sources to be used for the research paper
- tutorials of the Media Center's databases and print materials
- conferences regarding the research paper topics and thesis statements
- outlines illustrating the logical progression of thought within the paper
- partially written drafts submitted prior to the completion of the final paper (i.e. thesis, introduction, topic sentences, body paragraphs - written and revised throughout the writing process)
- oral presentations

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

Reading texts and interpreting other sources (*see required and recommended texts section*)

*Please note, the specific focus of the research paper is to be determined by each teacher.

- read a brief overview of the topic using preliminary works accessed via the Media Center's databases, e-books, credible websites, and printed sources (A)
- evaluate selected texts and sources for credibility (A, T)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes) (A,M)
- interpret an author's message and purpose (M, T)
- read and annotate possible sources to be used in the creation of the research paper (A,M)
- identify quotes/ideas in a text or source which support a claim that is relative to the research paper assignment (M)
- conduct research whereby students can identify supporting and opposing viewpoints on the given research paper topic (M) • evaluate selected texts and sources for use within the paper (M, T)
- if applicable, select other types of media (works of art, photographs, comics, songs, graphs, videos, etc.) that relate to the research paper assignment (T)
- identify, define, and explain rhetorical devices within various forms of texts (A,M)
- generate a list of contextual vocabulary words from the sources (A, M)

Writing

- through writing, interpret the big ideas related to the research paper assignment [suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs]. (M,T)
- dissect exemplary research papers that model fluidity, clarity, conciseness, organization, and proper use of parenthetical citations (A, M)
- draft a Works Cited page of tentative sources to be used in the paper; use MLA formatting (A, T)
- compose a complete sentence (or two) that clearly states the thesis: topic, assertion, why/how (M, T)
- draft and evaluate thesis statements, topic sentences, introductions, body paragraphs, conclusions, etc. (M, T)
- draft a preliminary outline, illustrating the tentative organization of the body paragraphs (M)
- use textual evidence via paraphrases and direct quotes (T)
- adhere to the MLA formatting guidelines when using in-text citations (A, T)
- practice merging the authors' words with the students' to create fluidity (M, T)
- use vocabulary words in writing to enhance style and sophistication (A,T)
- use rhetorical devices and varied syntax to enhance style and sophistication (A, T)
- peer edit rough drafts using a rubric similar to that of the teacher; read for meaning and grammatical correctness (T)
- reflect on the writing process and goal setting (M, T)

Language

- generate a list of contextual vocabulary words (A, M)
- use vocabulary words in writing and speaking to enhance style (A,T)
- edit and revise to improve diction, syntax, mechanics, clarity, and conciseness (T)
- exhibit proper use of subject-verb agreement, pronoun-antecedent agreement, parallel structure, commas, and semi-colons (A, T)

Speaking and listening

- practice active listening during instruction, tutorials, and class discussions (A, T)
- through discussion, interpret the big ideas related to the research paper assignment [suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs] (M,T)
- conference with the teacher to discuss the thesis and organization or to ask specific questions regarding citations, writing, etc. (M, T)