12th Grade	Quarter 3 Curriculum Map	Weeks 1-9

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.

How to Use the Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a *guide,* not a *script*, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:
- It is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.
- HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually.
- All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully.
- The HS English Companion Guide also outlines a "text talk" process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text.
- The HS English Companion Guide emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

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Guidance for ELA Lessons and Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as "Learning Targets." Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.

Guidance on Assessments and Tasks

Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.

- Louisiana Believes Instructional Strategies, LA Department of Education
- LearnZillion Guidebooks 2.0 (more information here)
- Facing History and Ourselves Teaching Strategies
- EL Education Protocols

Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/topic/tcap-writing-rubrics

Daily instruction helps students read and understand text and express that understanding. Within the maps, **daily tasks** have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task

The **culminating task** expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

To assess mastery at a deeper level of understanding, students may also complete **cold-read tasks**. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.

Some units include an **extension task**. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

12th Grade	Quarter 3 Curriculum Map	Weeks 1-9
	SCS Instructional Framework	

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons**. Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse**. Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide
The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration. The 2017-18 Coaching Guide can be **found here.** The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

Resource Toolkit
The Tennessee ELA Standards & TNReady Blueprints

The Tennessee State ELA Standards: **https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf**	Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.
TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf	This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint "is not intended to be used solely as an instructional resource or as a pacing guide," instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarify about how the Standards will be assessment this year.
Shift 1: Regular Practice with Complex Text and its Academic Language	
Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text	
Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
Shift 3: Building Knowledge through Content-Rich Non-Fiction	
Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

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12th Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	*A Hero's Journey*	Excerpts from *The Hero with a Thousand Faces* by Joseph Campbell	Social Studies, Anglo-Saxon Period
2	4 weeks	*Canterbury Tales*	*"*Prologue*"* to *The Canterbury Tales* by Geoffrey Chaucer	Social Studies, Medieval Period
2	5 weeks	*Gulliver's Travels*	*Gulliver's Travels* by Jonathan Swift	
3	9 weeks	*Researching Multiple Perspectives to Develop a Position*	*Guns, Germs, and Steel* by Jared Diamond	Research
4	9 weeks	*Modernism*	Excerpts from *Hard Times* by Charles Dickens	Social Studies, 20th Century British History

Grade 12	Research	4 Weeks

Unit Overview

Students engage in research and writing with an end goal of presenting knowledge, which requires engagement in a multistep process. The first half of Unit 1 models how to initiate a process of inquiry-based research using a text that is rich enough to provide multiple areas of investigation. The second half of 1 continues guiding students through the research process. Students vet their areas of investigation from the first half of 1 and craft a specific area of investigation that anchors their research in the remaining lessons in Unit 1. Unit 2 guides students through a writing process during which they present their evidence-based perspectives developed in Unit 1 in a refined, research-based argumentative paper.

Essential Question:

- How can a writer use multiple perspectives to develop a position?

Anchor Text	Qualitative Analysis of Anchor Text
Guns, Germs, and Steel by Jared Diamond	Anchor Text Complexity Analysis • Lexile: 1250 • Meaning: Exceedingly Complex • Text Structure: Moderately Complex • Language Features: Very Complex • Knowledge Demands: Very Complex

Related Texts

Informational Texts

- "Empowering Women Is Smart Economics" by Ana Revenga and Sudhir Shetty
- "Poverty Facts and Stats" by Anup Shah
- "Evidence for Action: Gender Equality and Economic Growth" by John Ward, Bernice Lee, Simon Baptist, and Helen Jackson
- "How Many Americans Live in Poverty?" by Pam Fessler
- "Human Capital Investment in the Developing World: An Analysis of Praxis" by Adeyemi O. Ogunade
- "The Case for Universal Basic Education for the World's Poorest Boys and Girls" by Gene B. Sperling
- "EFA Global Monitoring Report 2005: Education for All: The Quality Imperative" by UNESCO
- "Bridging the Gender Divide: How Technology Can Advance Women Economically" by Kirrin Gill, Kim Brooks, James McDougall, Payal Patel, and Aslihan Kes
- "Investing in Development: A Practical Plan to Achieve the Millennium Development Goals" by Jeffrey D. Sachs et al.
- "Economic Impacts of Broadband" by Christine Zhen-Wei Qiang and Carlo M. Rossotto with Kaoru Kimura in 2009 Information and Communications for Development: Extending Reach and Increasing Impact by World Bank Publications

** The teacher's guide to the full module can be found here: http://media.wiley.com/assets/7314/24/Gr12Mod3TG.pdf

End-of-Unit Assessment:

Students are assessed on their final drafts of their research-based argument papers. The final draft should present a precise claim supported by relevant and sufficient evidence and valid reasoning. The draft should be well organized, distinguish claims from alternate and opposing claims, and use transitional language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should demonstrate control of the conventions of written language and maintain a formal style and objective tone.

Unit Outcomes: Grade Level Standards Addressed

Reading: Informational Text

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11-12.RI.KID.1, 11-12.RI.KID.3, 11-12.RI.CS.6
Language
11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 11-12.L.VAU.4, 11-12.L.VAU.6
Speaking & Listening
11-12.SL.CC.1, 11-12.SL.CC.3, 11-12.SL.PKI.4, 11-12.SL.PKI.5, 11-12.SL.PKI.6
Writing
11-12.W.TTP.1, 11-12.W.TTP.2, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.RBPK.7, 11-12.W.RBPK.8, 11-12.W.RBPK.9

Note: The lessons in this unit can also be found outlined in the Teacher Guide for Module 12.3. The anchor text, resources, and handouts for students can be found in the Student Journal for Module 12.3.

Week 1

Instructional Focus
Reading: Informational

11-12.RI.KID.3	Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
11-12.RI.CS.6	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Language

11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Writing

11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 1	Instructional Plan

High Quality Text(s):
***Guns, Germs, and Steel* by Jared Diamond**
	Guiding Question:
	What is the author's purpose and how does the style and content of the text contribute to the development of the text?
	
	Learning Target:
	Students will understand the following:
	• The way that an author chooses to deliver the content/details contributes to the power of the message.
	
	Agenda
	• Teacher should review the lesson agenda and the goals for the module with the students.
	• Students review the homework by discussing their reading and annotation of pages 13-17 of the text in pairs.
	• In pairs, students should reread pages 13-17 (from "we all know that history has proceeded very differently" to "the different historical trajectories implicit in Yali's question"). Students respond to the following questions and share out with the class.
	    o What historical factors prompt Yali to ask his question about "cargo" (p.14)?
	    o Considering Diamonds explanation of Yali's question, what might disparities (p.14) mean?
	    o How is Yali's question on page 14 relevant to a "larger set of contrasts within the modern world" (p.15)?
	• Pairs should connect with another pair to form a small group for a jigsaw activity. One pair in the small group should reread and summarize pages 15-16 (from "We can easily push this question back one step" to the way it was in A.D. 1550)? The other pair should reread and summarize page 16 (from "once again, we can easily push this question back one step further" to "in parts of Upper Paleolithic Europe tens of Thousands of years earlier"). When finished the small groups should share their summaries with each other.
	• In their original pairs, students discuss the following questions:
	    o How does diamond determine the "subject" of *Guns, Germs, and Steel* (p.16)?
	    o How are "problems of the modern world" (p.17) related to Yali's original question?
	    o What might Diamond mean when he uses the word implicit on page 17 in relation to Yali's question?
	• Students respond to the quick write. (What is Diamond's purpose in "push[ing] this question back one step" (p.15) and then "one step further" (p. 16)?
	• To close, teacher displays and distributes the homework assignment. (Students read and annotate pages 17-21 of the text (from "Before seeking answers to Yali's question, we should pause " to "Despite what I believe to be their superior intelligence").

Lesson 2	**Instructional Plan**
High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: What is the author's purpose and how does the style and content of the text contribute to the development of the text? Learning Target:

	Students will understand the following:
	
	• The way that an author chooses to deliver the content/details contributes to the power of the message.
	
	Agenda
	• Teacher should review the lesson agenda with students.
	• Students review the homework by discussing their reading and annotations in pairs.
	• Students reread pages 17-18 of the text (from "Before seeking answers to Yali's question, we should pause " to "Despite what I believe to be their superior intelligence") in pairs and respond to the questions below. Students share their responses in class.
	    ○ What is Diamond's purpose in asking readers to "pause to consider some objections" before discussing Yali's question (p.17)?
	    ○ How does Diamond's response to the first "objection" on page 17 support his decision to research Yali's question?
	    ○ Why might an answer to Yali's question "automatically involve a Eurocentric approach to history" (p.17)?
	    ○ How does Diamond use the "blessings of civilization" to counter the "third" objection to researching Yali's question (p. 18)?
	    ○ How is racism connected to the "commonest explanation" for the differences in human development concerning wealth and power (p.18)?
	    ○ Considering Diamond's discussion of the "commonest explanation," what might innate mean (p.18)?
	    ○ Explain how the following statement is relevant to the Yali's question and Diamond's research: "Sound evidence for the existence of human differences in intelligence that parallel human differences in technology is lacking (p.19).
	    ○ Explain the connections Diamond makes between murder, disease, and intelligence among "Westerners" and New Guineans on page 20-21.
	    ○ How does Diamond's point of view affect his claim that "New Guineans are smarter than Westerners" (p. 20)?
	• Students respond to the quick write. (How does Diamond demonstrate the validity of researching Yali's question in this excerpt?)
	• In preparation for the larger research project, have students go back to the text and identify three to four issues that have surfaced in pages 13-21 of the text. Students should record the page numbers of the issues and discuss those issues with key information as outlined in the text.
	• To close, teacher should assign the homework (Read and annotate pages 21-25 of the text (from "A genetic explanation isn't the only possible answer to Yali's question" to "That seems to me the strongest argument for writing this book").

Lesson 3	**Instructional Plan**

High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: What is the author's purpose and how does the style and content of the text contribute to the development of the text? Learning Targets: Students will understand the following: • The way that an author chooses to deliver the content/details contributes to the power of the message. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their reading and annotations in pairs. • Students respond to a quick write. (How do the interaction and development of ideas in this excerpt refine the author's purpose?) Students discuss their responses during the whole class discussion. After the whole group discussion, students revise or expand their quick write responses. • Teacher assigns the homework. (Read and annotate pages 65-71 of the text from "The biggest population shift of modern times has been" to "no Indian should be able to offend a Christian"). Students should also continue to identity surface issues as they continue to read the text.
Lesson 4	**Instructional Plan**

High Quality Text(s):
***Guns, Germs, and Steel* by Jared Diamond**
	Guiding Question:
	What is the author's purpose and how does the style and content of the text contribute to the development of the text?
	
	Learning Target:
	Students will understand the following:
	• The way that an author chooses to deliver the content/details contributes to the power of the message.
	
	Agenda
	• Teacher should review the lesson agenda with students.
	• Students review the homework by discussing their reading and annotations in pairs.
	• Students should continue to record surface issues as they reread pages 65-71 "The biggest population shift of modern times has been" to "no Indian should be able to offend a Christian". Students should also respond to the questions below and engage in a whole group discuss after they respond.
	    o What is the "Old World" (p. 65) to which the author refers?
	    o What does Diamond's use of the word *nevertheless* (p.66) suggest about Pizarro's capture of Atahualpa?
	    o According to Diamond, what about Atahualpa's capture "interests us" (p. 66)?
	    o Given the Identities of the authors of the "eyewitness accounts" (p.67), what might the word *infidels* mean in the first paragraph on page 67?

	o Why were the Spaniards "Full of fear" (p.68)?
	o How did the Governor convince Atahualpa to approach the Spaniards (p. 68)?
	o How is Atahualpa's toss of the Bible meaningful in the "collision" (p.65) of the Spaniards and Incas?
	o Why were the Incas so "terrified" when they far outnumbered the Spanish troops (p. 70)? What advantage does the Incas' terror highlight?
	o How does the eyewitness accounts help demonstrate "the factors…that determined the outcome of many similar collisions between colonizers and native peoples" (p. 66)?
	• Students refer to their documentation of surface issues from the text. Students use the "Posing Inquiry Questions" handout to begin posing questions based on the issues they have identified.
	• Students respond to the quick write. (Select two inquiry questions and discuss how the selected questions will lead to further exploration of a surfaced issue.)
	• Teacher assigns homework. (Read and annotate pages 71-78 of the text from "Let us now trace the chain of causation" to "causation that will take up the next two parts of this book").
Lesson 5	**Instructional Plan**

High Quality Text(s):
 Guns, Germs, and Steel by Jared **Diamond**
	Guiding Question:
	 What is the author's purpose and how does the style and content of the text contribute to the development of the text?
	
	 Learning Target:
	 Students will understand the following:
	 • The way that an author chooses to deliver the content/details contributes to the power of the message.
	
	 Agenda
	 • Teacher should review the lesson agenda with students.
	 • Students review the homework by discussing their reading and annotations in pairs.
	 • Students should continue to record surface issue as they reread pages 71-78 (from "Let us not races the chain of causation in this extraordinary confrontation" to "causation that will take up the next two parts of this book") and respond to the questions below.
	     o What is a "chain of causation" (p. 71)?
	     o What is the purpose of the questions Diamond poses in the first paragraph of this excerpt?
	     o How does Diamond explain Pizarro's capture of Atahualpa, as well as other Spanish victories, against enormous odds?
	     o Why did the Spanish have horses when the Inca's did not? What was the role of military equipment in Europeans' colonization of the New World (pp. 72-74)?
	     o What events left the Incas "divided," rather than a "united empire" (p. 75)?
	     o What two factors intersected to result in the "military disparity" (p. 72) that allowed for Pizzaro's victory?

	o How did literacy contribute to Pizarro's capture of Atahualpa? How did literacy contribute to other similar historical events? o What is a "proximate factor" (p.78)? o How does Diamond structure this excerpt in order to address the "proximate factors" (p.78) leading to Atahualpa's capture? o What questions are left unanswered even after exploring the "proximate factors that resulted in Europeans' colonizing the New World" (p. 78)? • Students should discuss their responses in small or whole group. • Students respond to the quick write (How do the ideas and events in this excerpt interact to develop the larger concept of "proximate causation" (p.78)?)

Week 2

Instructional Focus
Reading: Informational

11-12.RI.KID.3	Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
11-12.RI.IKI.8	Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Language

11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Speaking and Listening

11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 6	Instructional Plan

High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: How is the argument developed over the course of the text? Learning Target: Students will understand the following: - Arguments are proven through continued support throughout the text. Agenda - Teacher should review the lesson agenda with students. - Students review the homework by discussing their reading and annotations in pairs. - Teachers introduce the terms related to argument (argument, central claim, supporting claim, evidence, reasoning). Teachers should provide a general definition of the term and an example from the text as outlined in the teaching guide for the module. - In pairs, students should identify a claim from pages 65-78 of the text with related evidence. - In small groups, students should identify claims with supporting evidence from pages 229-237 of the text. In whole groups students should discuss the claims and evidence identified. - Students respond to the quick write. (Identify at least two pieces of evidence and explain how each piece supports one of the author's claims). - Assign the homework. (Read and annotate pages 237-243 of the text. Continue to identify issues as they surface).
Lesson 7	**Instructional Plan**
High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: How is the argument developed over the course of the text? Learning Target: Students will understand the following: - Arguments are proven through continued support throughout the text. Agenda - Teacher should review the lesson agenda with students. - Students review the homework by discussing their reading and annotations in pairs. - Students should continue to record surface issues as they reread pages 237-243 (from "Once an inventor has discovered a use for a new technology" to "some portion of societies is likely to be innovative) of the text and respond to the questions below. - How does Diamond extend his claim that "invention is of the mother of necessity" (p. 232) is pages 237-238?

- How does Diamond differentiate between the "four factors" (p. 237) of acceptance and the laundry list" (p.239) of factors?
- How does Diamond counter the "Laundry list" (p.239) of factors that explain difference in receptivity among societies?
- How does Diamond challenge the answer to "the key question" (p.241) about the "laundry list" (p.239)?
- How does Diamond's discussion about "the key question" relate to his explanation of "circular" reasoning (p.241)?
- How does Diamond develop his claims concerning innovative versus conservative societies on pages 241-243?
- How do Diamond's observations and descriptions of native societies on pages 241-243 support his conclusions about receptivity?
- What leads Diamond to conclude that "at any particular time, some proportion of societies is likely to be innovative" (p. 243)?
- Students share their responses in whole group.
- Students will respond to the quick write activity. (How do ideas in this excerpt interact to develop the larger concept of society's receptivity to innovation?)
- Teacher assigns the homework. (Read and annotate pages 243-249. Students should continue to identify surface issues while reading the text.

Lesson 8	Instructional Plan
High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: How is the argument developed over the course of the text? Learning Target: Students will understand the following: - Arguments are proven through continued support throughout the text. Agenda - Teacher should review the lesson agenda with students. - Students review the homework by discussing their reading and annotations in pairs. - Students will reread pages 243-249 (from "where do innovations actually come from?" to "induced numerous investors to lend money to Gutenberg") and answer the following questions. - Why did the wheel "diffuse rapidly…over the Old World" (p. 244)? What might diffuse mean in this context? - What factors promote potential diffusion of new technologies across societies? - What factors counteract potential diffusion of new technologies?

	o How does the statement "technology begets more technology" relate to the "autocatalytic process" (p.247)?
	o What does the story of the Phaistos disk suggest about technological diffusion?
	o What is Diamond's answer to the question he poses on page 243: Where do innovations actually come from?
	• Students share their responses in whole group discussion.
	• Students work in small groups to identify claims as well as reasoning and evidence that support each claim from pages 243-249.
	• Students discuss their findings and the following questions.
	    o How does the evidence support Diamond's claim?
	    o How does the reasoning connect the evidence to the claim?
	• Students will respond to the quick write activity. (Identify one of Diamond's claims and analyze how he uses evidence and reasoning to support the claim.
	• Teacher assigns the homework. (Select a previously analyzed excerpt, identify at least two of Diamond's claims, and analyze how he uses evidence and reasoning to support these claims.

Lesson 9	**Instructional Plan**

High Quality Text(s):
***Guns, Germs, and Steel* by Jared Diamond**
	Guiding Question:
	How is the argument developed over the course of the text?
	
	Learning Target:
	Students will understand the following:
	• Arguments are proven through continued support throughout the text.
	
	Agenda
	• Teacher should review the lesson agenda with students.
	• Students review the homework by discussing their findings in pairs.
	• Have students identify three surface areas that appeal to them as possible research areas. For each issue students should outline the following information:
	    o Selected issue
	    o An area within this issue that may be of interest
	    o An explanation of why this area may be interesting
	    o Questions that may exist regarding this area
	    o Area of investigation phrased as a question
	    o Your potential area of investigation as a statement or phrase.
	• Students use the following questions for guide their exploration into the areas of investigation:

	o What is your research issue? o In a few words, describe an area within the issue that you would like to know more about. o Explain why you are interested in this area of the issue o Express your potential area of investigation as a question. o Express your potential area of investigation as a statement or phrase. • Advise students to begin pre-searching for sources using the resources available to them. The goal is for them to understand if there is enough information available to them to warrant further research. (Students should consider these questions: Do these sources point your research into a different area? After reading through several potential sources, how could you refine your inquiry question or statement/phrase to sharpen your research? Do any of these sources make your curious about related issue? • Students respond to the quick write prompt. (Identify at least two sources and briefly explain how each source is related to one of your potential areas of investigation.) • Explain the multimedia journal with students as outlined in the teaching guide (Lesson 9). • Assign the homework. (Write in response to the following prompt: Explain why the two to three areas of investigation you crafted interest you).

Lesson 10	Instructional Plan
High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: How is the argument developed over the course of the text? Learning Target: Students will understand the following: • Arguments are proven through continued support throughout the text. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Students independently respond to the quick write prompt using evidence from the text. (In this excerpt, how does the author further develop ideas introduced earlier in the text?) • Students discuss the quick write responses in a whole group discussion. • Students return to their quick write response and revise and expand as necessary based on the class discussion. • Assign the homework. (Continue pre-searching. Find three more potential sources for at least one area of investigation and record the relevant information.

Week 3

Instructional Focus

Reading: Informational

11-12.RI.IKI.8   Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Language

11-12.L.CSE.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Speaking and Listening

11-12.SL.CC.1   Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

11-12.W.TTP.2   Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
F. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
G. Establish and maintain a formal style and objective tone.

11-12.W.PDW.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.)

11-12.W.RBPK.7   Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.W.RBPK.9   Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 11	Instructional Plan

High Quality Text(s):
***Guns, Germs, and Steel* by Jared Diamond**
	Guiding Question:
	How is the argument developed over the course of the text?
	
	Learning Target:
	Students will understand the following:
	• Arguments are proven through continued support throughout the text.
	
	Agenda
	• Teacher should review the lesson agenda with students.
	• Students review the homework by discussing their findings in pairs.
	• In small groups students should respond to and discuss the following questions in preparation for the mid unit assessment.
	    o What is a relevant claim?
	    o What is sufficient evidence?
	    o What is valid reasoning?
	• Students discuss their responses in whole group.
	• Discuss the model claim, evidence, and reasoning from *Guns, Germs, and Steel* as outlined in the teaching guide, lesson 11.
	• Students use the "Evaluating Evidence and Reasoning Tool" to evaluate excerpts from the text.
	• Assign the homework. Students review and prepare for the mid-unit assessment.

Lesson 12	**Instructional Plan**
High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: How is the argument developed over the course of the text? Learning Target: Students will understand the following: • Arguments are proven through continued support throughout the text. Agenda • Teacher should review the lesson agenda with students. • Students complete the mid-unit assessment. (Assessment: Write a multi-paragraph response to the following prompt: Choose an excerpt from Gun's Germs and Steel. Identify one of Diamond's supporting claims; evaluate whether the evidence is relevant and sufficient and the reasoning is valid to support that claim.) • Assign homework. (Students respond to the following prompt in their multimedia journal: Describe what you have learned from your pre-searches. What area of investigation looks most promising for further research?)

Lesson 13	Instructional Plan
High Quality Text(s): **Guns, Germs, and Steel** by Jared **Diamond**	Guiding Question: How is the argument developed over the course of the text? Learning Target: Students will understand the following: - Arguments are proven through continued support throughout the text. Agenda - Teacher should review the lesson agenda with students. - Students review the homework by discussing their findings in pairs. - Teacher should introduce the argument term counterclaim to students and model the relationship between claim and counter claim. - Students respond to the following discussion question: Choose a previously read excerpt from Guns, Germs, and Steel. Identify another counterclaim Diamond provides in response to a claim cited in the text. Include both the claim and counterclaim in your answer, and how the counterclaim opposes the claim. Instruct students to include evidence and reasoning that supports the counterclaim. - The teacher models for the students as outline in the teaching guide in lesson 13. - Students should discuss their responses in whole group discussion. - Teacher should model how to find limitations as outlined in the teaching guide lesson 13. - Students should identify and explain the limitations of the claim and counterclaim they identified in the earlier activity. - Students respond to the quick write. (Explain how one of the author's counterclaims contributes to the persuasiveness of the text). - Assign homework. (Continue to do pre-searches. Find three more areas of investigation to gather potential sources for research).
Lesson 14	**Instructional Plan**
High Quality Text(s): **Guns, Germs, and Steel** by Jared **Diamond**	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: The research process is multi-step process that bridges the gap between inquiry and research-based positions.

Agenda
- Teacher should review the lesson agenda with students.
- Students review the homework by discussing their findings in pairs.
- Teacher introduces the research process and resources as outlined in lesson 14 of the teaching guide.
- Students engage in a turn and talk with the following guiding questions:
- What are the different ways in which you can organize your research and accompanying information?
  - Which organizational format will work best for your research process and why?
  - Model the use of the "Area of Evaluation Checklist" using the following three areas of investigation as a model: Increasing wealth in developing nations, the impact of technological diffusion (the internet) on geographical isolation, and intellectual property laws and innovation. (This is outlined in lesson 14 of the teaching guide).
- Students use the checklist to vet their own areas of investigation and select an area.
- Students respond to the quick write activity. (Describe how you arrived at your specific area of investigation though the vetting process you conducted in the lesson. Explain how the "Area Evaluation Checklist" led you to select your specific area of investigation.).
- Assign the homework. (How have you decided to organize your research and why? Why is your selected area of investigation compelling to you, and why is it worth investigating?).

Lesson 15	Instructional Plan
High Quality Text(s): *Guns, Germs, and Steel* by Jared Diamond	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Distribute the "Student Research Plan" handout and explain that it can be used when student complete their multimedia journal entries or to reflect on their progress. Students should keep the handout with their research materials and refer to it as needed. • Students engage in a turn and talk guided by the following questions • What are key components of effective inquiry questions? • What are three possible inquiry questions that might frame effective research for this model area of investigation?

	• Students engage in a small group brainstorm giving each student in the group the opportunity to present their area of investigation and identify as many inquiry questions as possible. • Students use the "Specific Inquiry Questions Checklist to vet questions from the small group activity. The teacher models the process as outlined in lesson 15. • Assign homework. (Continue to craft, vet, and refine five additional specific inquiry questions for your area of investigation using the "Specific Inquiry Checklist. In addition, search for at least two more sources related to your area of investigation.)

Week 4

Instructional Focus
Reading: Information
11-12.RI.IKI.8   Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Speaking and Listening
11-12.SL.CC.1   Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing
11-12.W.RBPK.7   Conduct short a well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry.
11-12.W.RBPK.8   Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering the research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Lesson 16	Instructional Plan
High Quality Text(s): ***Guns, Germs, and Steel* by Jared Diamond**	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students.

	• Students review the homework by discussing their findings in pairs.
	• Explain the guidelines for selecting specific inquiry questions to focus research and model the process as outlined in lesson 16 of the teaching guide.
	• Provide students with the following guiding questions and sample responses to help them select and locate the right sources as outlined in lesson 16 of the teaching guide.
	    o What is my area of investigation, and where can I find sources?
	    o What type of sources should I be looking for based on the type o information I want?
	    o Are these search results going to produce effective research?
	• Introduce the "Assessing Sources" handout and as students to determine the three categories for evaluating sources. Discuss the categories as outlined.
	• Students should assess two of their potential sources using the handout and a guide.
	• Students respond to the quick write. (Choose two potential sources for your area of investigation. Discuss the credibility of each potential source and describe how the sources demonstrate multiple perspectives on the selected area of investigation.
	• Assign the homework. (How has the process of assessing sources affected your potential resources and research process in general? What is your plan for finding more credible, accessible, and relevant resources if necessary?).

Lesson 17	**Instructional Plan**
High Quality Text(s): **"Empowering Women is Smart Economics" by Ana Revenga and Sudhir Shetty**	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Provide student with information about annotating for informational text as outlined in activity 3 of lesson 17. • Distribute copies of model sources 1: "Empowering Women is Smart Economics" and instruct students to read and annotate the first nine paragraphs (from "Not long ago women faced tremendous barriers" to "fewer women participate in formal politics, especially at high levels". Students should focus on the specific inquiry question: how can investment in human capital affect a developing nation's economy? Remind students to mark their thinking directly on the sources. • Detail the note taking process as it related to research for students. Students should record notes based on their annotation from the previous activity.

	• Students respond to the quick write activity. (Select an annotation and relevant notes from your work in this lesson. Explain how the annotation/relevant notes address the specific inquiry question: How can investment in human capital affect a developing nation's economy. • Assign homework. (Annotate and take notes for two more sources found. Be prepared to discuss at least two notes that address a selected inquiry question).
Lesson 18	**Instructional Plan**

High Quality Text(s):
"Empowering Women is Smart Economics" by Ana Revenga and Sudhir Shetty
	Guiding Question:
	How is effective and efficient research conducted?
	
	Learning Target:
	Students will understand the following:
	• The research process is multi-step process that bridges the gap between inquiry and research-based positions.
	Agenda
	• Teacher should review the lesson agenda with students.
	• Students review the homework by discussing their findings in pairs.
	• Conduct a review using the following discussion questions.
	    o What is perspective?
	    o What is a central claim?
	    o How is an argument related to a central claim?
	    o What makes an argument effective?
	    o What might make an argument ineffective?
	• Introduce the "Evidence Based Checklist" focusing on the various criteria present in the checklist.
	• Students use the "Evidence Based Checklist" to examine the model source "Empowering Women is Smart Economics". Teacher should model the first portion of this activity and students may work in pairs to complete the remainder.
	• Students evaluate model arguments in small groups. The teacher may assign the model arguments, or students may use some from their own research.
	• Assign homework. (Find two potential sources and use the "Evidence-Based Arguments Checklist" to evaluate the arguments in the sources. Support your evaluation y including detailed comments and textual evidence in the Comments section of the Evidence-Based Arguments Checklist for each potential source.

Lesson 19	**Instructional Plan**

High Quality Text(s): **"Empowering Women is Smart Economics" by Ana Revenga and Sudhir Shetty**	Guiding Question: How is effective and efficient research conducted?

	Learning Target: Students will understand the following:
	 • The research process is multi-step process that bridges the gap between inquiry and research based positions.
	
	 Agenda
	 • Teacher should review the lesson agenda with students.
	 • Students review the homework by discussing their findings in pairs.
	 • Introduce the idea of the research frame as outlined in activity 3 of Lesson 19.
	 • Have students refine their specific inquiry questions based on the following guiding questions:
	      o How do the preliminary search results affect your current inquiry questions?
	      o What new inquiry questions are emerging as a result of the preliminary searches?
	      o What inquiry questions might need to be eliminated already?
	      o How can the inquiry questions be refined to reflect the search results?
	 • Review model inquiry questions and model inquiry path with students.
	 • Students should conduct a research frame by grouping or categorizing inquiry questions by theme, and tilting each inquiry path with an overarching question or description.
	 • Assign the homework. Select one to two of their strongest inquiry questions to pursue through independent research, following the research steps outlines in lessons 16-18. Explain how your inquiry paths examine various aspects of our problem-based question.

Lesson 20	**Instructional Plan**
High Quality Text(s): **"Empowering Women is Smart Economics" by Ana Revenga and Sudhir Shetty**	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Introduce the "Conducting Independent Searches Checklist" and examine it using the following guiding questions: o What specific action is required for criterion 1, "Uses inquiry questions to drive research and identify

sources?

- o   What specific action is required for criterion 2, "Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question"?
- o   What specific action is required for criterion 3, "Determines if information is sufficient to address established inquiry paths and questions in the research frame and adjusts the search accordingly"?
- o   What specific action is required for criterion 4, "Readings sources closely, analyzes details and ideas, and records notes for each source to determine how it address inquiry questions and paths"?
- o   What specific action is required for criterion 5, "Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions"?
- o   What specific action is required by criterion 6, "Marks key information in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths"?

- Review the need for students having diverse sources as outlined in lesson 20.
- Students should work on their independent searches using the checklist.
- Students complete the quick write activity. (Choose one source and assess the strengths and limitations of that source in relation to an inquiry path.)
- Assign the homework. Continue conducting searches independent search following the appropriate steps.

Week 5

Instructional Focus

Speaking and Listening

11-12.SL.CC.1   Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

11-12.W.TTP.1   Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
A. Introduce precise claim(s).
B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
D. Provide a concluding statement or section that follows from and supports the argument presented.
E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
F. Establish and maintain a formal style and objective tone.

11-12.W.PDW.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.)
11-12.W.RBPK.7	Conduct short a well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry.
11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering the research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 21	Instructional Plan
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Students conduct independent searches using their current research frames and the "Conducting Independent Searches Checklist to guide their independent searching. • Students respond to the quick write activity. (Choose one source and assess its relevance in addressing a selected inquiry question. • Assign homework. (Continue conducting searched independently, following the steps taught in previous lessons 16-18. Plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). In addition, organize your research materials by inquiry path to prepare for the following lesson.
Lesson 22	Instructional Plan
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions.

	Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Display and explain the steps to analyze the research in order to think about their developing understanding about each inquiry path. Model for students how to follow the research analysis steps. • Instruct students to look at their individual research frames and follow the first three steps of the research analysis process by choosing one inquiry path on which to focus, circling any questions, and finally choosing one focus inquiry question. • Introduce the "Forming Evidence-based Claims Tool" to students and display a model for students to review. • Walk students through completing the tool using their own research. • Students respond to the quick write activity. (Choose two evidence-based claims and explain how each evidence-based claim addresses one or more inquiry questions.) • Assign homework. (Complete the process of organizing, analyzing, and synthesizing your research, using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the research frame.).
Lesson 23	**Instructional Plan**
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Walk students through the process of forming comprehensive claims about each inquiry as outlined in activity 3 of lesson 23. • Work through the Evidence-Based Claims Criteria Checklist with students as outlined in activity 4 of lesson 23. • Students respond to the quick write. (Develop and explain a claim about an inquiry path or your problem-based question and support the claim using specific evidence and details from your research). • Assign homework. (How is your perspective about your problem-based question evolving now that you have synthesized your research?).
Lesson 24	**Instructional Plan**

High Quality Text(s): *Texts vary according to student research.*	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Introduce the "Forming Counterclaims Tool and instruct students to write their original claims on the tool. • Model forming a counterclaim using the tools as outlined in activity 3 of lesson 24. • Students complete the entire tool based on their own claims. • Students should work in small groups to assess their counterclaims using the "Evidence Based Claims Criteria Checklists" and the "Forming Counterclaims Tool" • Students respond to the quick write activity. (Develop a counterclaim opposing your claim from the previous less, and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and determine whether the original claim should be revised. • Assign homework. (Review all of your Organizing Evidence-Based Claims Tools and create an additional counterclaim using the Forming Counterclaims Tool. Use your insight from your counterclaim work to evaluate your original claims, so as to develop stronger claims and prepare for the End-of-Unit Assessment in 12.3.1 is Lesson 27.).
Lesson 25	**Instructional Plan**
High Quality Text(s): *Texts vary according to student research.*	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Instruct students to select one of their strongest claims for their oral presentation to receive feedback as outlined in lesson 25 of the teaching guide.

	- Explain the components of an effective presentation. (An engaging introductory statement, a claim, evidence and reasoning, and a closing statement). - Lead a brief whole group discussion on why it is important to consider an audience before creating a writing product or presentation. - Explain the audience considerations as outlined in activity 4 of lesson 25. - Students should use the "Presentation Checklist" to revise their presentation outlines. - Students respond to the quick write prompt. (Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in revising your presentation outline.). - Assign homework. (Finalize your oral presentation using the Presentation Checklist as a guide. In addition, practice delivering your presentation aloud (to yourself or to someone else) to identify errors in syntax, grammar or logic, in preparation for the following lesson's small-group oral presentation.).

Week 6

Instructional Note for Week 6: This week marks the end of unit 1. Lesson 27 (Week 6, lesson 2) is the end-of-unit assessment. Additional time has been built into this week for review and re-teaching as necessary. Students should also have the opportunity to draft, provide/receive feedback, revise and edit their assessment responses. Teachers should pace the week and the lessons according to student need.

Instructional Focus

Speaking and Listening

11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

Writing

11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

	F. Establish and maintain a formal style and objective tone.
11-12.W.RBPK.7	Conduct short a well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry.
11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 26	**Instructional Plan**
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • In small groups students listen to peer presentations and use the presentation checklists to provide feedback to each student in their small group. • Students should synthesize and respond to peer comments and feedback, resolve contradictions, and determine what additional information or research is required to deepen their investigation. • Students respond to the quick write activity. (Choose one or two pieces of feedback you received on your presentation and explain how the feedback will help you strengthen your claim, evidence, and reasoning.). • Assign homework. (Reread the "Student Research Plan" handout and use it as a guide to organize all sources, annotated copies, notes, tools, and assessments in preparation for the End-of Unit Assessment in 12.3.1 Lesson 27. In addition, reflect on your claims from the previous lessons using the guiding questions that follow. Take notes on a separate sheet of paper about each guiding question as you reflect on your claims and the research process as a whole. How has your understanding of the problem-based question developed or deepened as a result of the research? Based on your research, what ideas can you connect and how do those connections inform your understanding of the problem-based question? Based on your research, what are your overall views or opinions about the problem-based question? How did the research lead you to share these views or opinions?).
Lesson 27	**Instructional Plan**
High Quality Text(s): ***Texts vary according to student***	Guiding Question: How is effective and efficient research conducted?

research..	Learning Target:
	Students will understand the following:
	• The research process is multi-step process that bridges the gap between inquiry and research-based positions.
	Agenda
	• Teacher should review the lesson agenda with students.
	• Students review the homework by discussing their findings in pairs.
	• Students will take their end of unit assessment. (Write a two-page synthesis of your conclusions and perspective derived from your research. Draw on your research evidence to express your perspective on your problem-based question.).
	• Assign Homework. (How has your thinking changed regarding your problem-based question? How did your research process lead you to your evidenced-based perspective?).

Week 7

Instructional Focus

Language

11-12.L.CSE.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.VAU.6   Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

11-12.W.TTP.1   Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

A. Introduce precise claim(s).

B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

D. Provide a concluding statement or section that follows from and supports the argument presented.

E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

F. Establish and maintain a formal style and objective tone.

11-12.W.PDW.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.)

11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

11-12.W.RBPK.7   Conduct short a well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry.

11-12.W.RBPK.8   Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering the research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.RBPK.9   Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 28	Instructional Plan
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Introduce the writing process as outlined in unit 2, lesson 1 of the teaching guide. • Guide students through the logically organizing their claims for their outline as detailed in activity 4 of lesson 1. • Students should work individually to organize the claims and evidence in their outlines. • Students respond to the quick write activity. (Explain you outlining process and how it informs the organizations of your claim(s), reasons, and evidence). • Assign homework. (Search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and provide reasoning that explains how this evidence supports the claim. Record your evidence and reasoning on the "Additional Evidence Tool").
Lesson 29	Instructional Plan
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target:

Students will understand the following:
- The research process is multi-step process that bridges the gap between inquiry and research-based positions.

Agenda
- Teacher should review the lesson agenda with students.
- Students review the homework by discussing their findings in pairs.
- Explain the idea and process for developing counter and supporting claims as outlined in the activity 3 of lesson 2.
- Display and discuss the model supporting counterclaims and guide discussion using the following questions:
  - How does the model supporting counterclaim demonstrate the strength of the model counterclaim?
  - What is a potential limitation of the model supporting counterclaim?
- Students work independently to organize the claims and evidence in their outlines, adding counterclaims, supporting claims, evidence, and the strengths and limitations of the claims to their outlines.
- Students complete a quick write activity. (Explain your counterclaim and two pieces of relevant evidence for that counterclaim. In addition, explain the strengths and limitations of your counterclaim.)
- Assign the homework. (Search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and provide reasoning that explains how this evidence supports your counterclaim. Record the evidence and reasoning on the "Additional Evidence Tool").

Lesson 30	Instructional Plan
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Review standard MLA format with students as outlined in activity 3 of lesson 3. • Instruct students to gather all the sources they intend to use in their paper and create a works cited page. • Assign homework. (Insert in-text citations for each sources of evidence listed on your outline.)
Lesson 31	Instructional Plan

High Quality Text(s):	Guiding Question:
Texts vary according to student research. **"The Case for Universal Basic Education for the World's Poorest Boys and Girls" by Gene B. Sperling**	How is effective and efficient research conducted? Learning Target: Students will understand the following: - The research process is multi-step process that bridges the gap between inquiry and research based positions. Agenda - Teacher should review the lesson agenda with students. - Students review the homework by discussing their findings in pairs. - Prepare students for writing an introduction by discussing the following question: - How is an introduction different from the body of an essay or paper? - Students also review and discuss the introduction to the model source <u>("The Case for Universal Basic Education for the World's Poorest Boys and Girls")</u> as an exemplar. - Students compare and evaluate two additional introductions guided by the following questions: - What makes the first introduction effective or ineffective? - What makes the second introduction effective or ineffective? - Students should draft an introduction for their paper. - Assign homework. (Draft the first two body paragraphs of your research-based argument paper, using your outline to guide your writing. Remember to use complete sentences and properly formatted in text-citations.)
Lesson 32	**Instructional Plan**
High Quality Text(s): *Texts vary according to student research.*	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: - The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda - Teacher should review the lesson agenda with students. - Students review the homework by discussing their findings in pairs. - Students revise the first couple of body paragraphs of their draft for clear sentences as outlined in activity 3 of lesson 5. - Introduce students to the ideas of cohesion and transitions and the "Connecting Ideas" handout as outlined in activity 4 of lesson 5.

- Students work independently to review their drafts to ensure cohesion and varied syntax.
- Assign homework. (Finish drafting your remaining body paragraphs. Use the 12.3.2 Rubric and Checklist as you are drafting, organizing, and adjusting your paragraphs for cohesion and development of central claims, supporting counterclaims, counterclaims, reasoning, and evidence.)

Week 8

Instructional Focus

Language

11-12.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

Writing

11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

	D. Provide a concluding statement or section that follows from and supports the argument presented.
	E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	F. Establish and maintain a formal style and objective tone.
11-12.W.PDW.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.)
11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering the research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Lesson 33	**Instructional Plan**
High Quality Text(s): *Texts vary according to student research.*	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Guide students through the characteristics of a conclusion as outlined in activity 3 of lesson 6. • Students independently draft their concluding paragraphs. • Assign the homework. (Review and revise your body paragraphs to better support your concluding statements.)
Lesson 34	**Instructional Plan**
High Quality Text(s): *Texts vary according to student research.*	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research based positions.

	Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Guide students through the idea of using a formal style and objective tone as outlined in activity 3 of lesson 7. • Students work independently to revise their paper for formal style and objective tone. • Students and teacher begin the teacher conferences and peer review. • Students revise two body paragraphs based on teacher and/or peer review. • Assign homework. (Review and revise your entire research-based argument paper to ensure that you are using formal style and objective tone.)
Lesson 35	**Instructional Plan**
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Review the idea of cohesion as it relates to an entire paper as outlined in activity 3 of lesson 8. • Students work individually to revise their writing by incorporating overall clarity and cohesion into their papers. • Continue peer and teacher conferences and students revise based on feedback. • Assign homework. (Revise your introductions and conclusions on the basis of the feedback that you received about the cohesion and clarity of these paragraphs. Refer to the Rubric and Checklist to guide your revisions. Be prepared to discuss your revisions in the following lessons.
Lesson 36	**Instructional Plan**
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research based positions.

<u>Agenda</u>
- Teacher should review the lesson agenda with students.
- Students review the homework by discussing their findings in pairs.
- Students review the "Hyphenation Conventions" handout and the importance of language conventions.
- Students independently revise their papers for proper capitalization, spelling, and punctuation.
- Students peer edit for language conventions.
- Assign homework. (Continue to edit your research papers using the 12.3.2 Rubric and Checklist and be prepared to discuss one or two edits in the following lesson.)

Lesson 37	Instructional Plan
<u>High Quality Text(s):</u> ***Texts vary according to student research.***	<u>Guiding Question</u>: How is effective and efficient research conducted? <u>Learning Target</u>: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. <u>Agenda</u> • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Students engage in a more formal peer review using the Peer Review Accountability Tool as outlined in activity 3 of lesson 10. • Students collect and synthesize peer review from Peer Review Accountability Tools. • Assign the homework. (Continue to implement revisions based on peer feedback. In addition, read your draft aloud to yourself or someone else to identify errors in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.)

Week 9

Instructional Note for Week 9: *This week marks the end of unit 2. Lesson 11 (Week 9, lesson 1) is the end-of-unit assessment. Additional time has been built into this week for review and re-teaching as necessary. Week 9, lessons 2-4 is the module performance assessment, which asks students to present a multimedia presentation related to their research. Students should also have the opportunity to draft, provide/receive feedback, revise and edit their assessment responses. Teachers should pace the lessons according to student need.*

Instructional Focus

Language

11-12.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline　and writing type.
11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
11-12.SL.PKI.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner　that anticipates the audience's knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. E. Use precise language and domain-specific vocabulary to manage the complexity of the topic. F. Establish and maintain a formal style and objective tone.
11-12.W.PDW.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.)
11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering the research question; integrate

relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Lesson 38	Instructional Plan
High Quality Text(s): ***Texts vary according to student research.***	Guiding Question: How is effective and efficient research conducted? Learning Target: Students will understand the following: • The research process is multi-step process that bridges the gap between inquiry and research-based positions. Agenda • Teacher should review the lesson agenda with students. • Students review the homework by discussing their findings in pairs. • Students spend the remainder of class completing the End-of Unit Assessment, which is the final draft of their research-based argument papers. • Assign the homework. Instruct students to prepare for their presentations in the Module Performance Assessment by listening to the following podcasts: ➢ "How Not to Pitch a Billionaire" by Alex Blumberg at http://gimletmedia.com/ (search terms: Gimlet, How Not to Pitch a Billionaire) and "Startups Are a Risky Business" by Alex Blumberg at http://gimletmedia.com/ (search terms: Gimlet, Startups Are a Risky Business). o Instruct students to listen to the first 6 minutes and 40 seconds of Episode 1: "How Not to Pitch a Billionaire" and the first 6 minutes of Episode 4: "Startups Are a Risky Business," and use the 12.3 Speaking and Listening Rubric and Checklist to evaluate the speaker's presentation skills. o In addition, instruct students to complete a final multimedia journal entry, responding to the following prompt: How did the process of researching an issue, constructing an argument, and crafting a research-based argument paper influence your perspective on your issue? Discuss any surprises you encountered or unexpected discoveries you made along the way.)
Lesson 39	**Instructional Plan**
High Quality Text(s): ***Texts vary according to student research.***	Guiding Questions: How does an author determine the most essential information to be presented orally? What makes an effective oral presentation?

Learning Target:
Students will understand the following:
- Effective oral presentation will highlight the most essential information in an engaging way.

Agenda
- Following from the previous lesson's homework, instruct students to form pairs and respond briefly to the following question:
  - How are your multimedia journal entries different from or similar to Alex Blumberg's podcasts?
- Lead a brief discussion of student responses.
- Students begin the process of editing all of their multimedia journal entries into a final 5–10 minute narrative. (Note: If students have been keeping written journals, this might mean that they need to go back and select which are the most essential and record those).

Lesson 40	Instructional Plan

High Quality Text(s):
Texts vary according to student research.

Guiding Question:
How does an author determine the most essential information to be presented orally? What makes an effective oral presentation?

Learning Target:
Students will understand the following:
- Effective oral presentation will highlight the most essential information in an engaging way.

Agenda
- Students finish editing their 5–10 minute multimedia narrative presentations, making strategic use of multimedia to convey a firsthand experience of the research process and findings. Instruct students to use voiceover techniques, volume manipulation, and various other multimedia techniques in order to create a polished and cohesive final product.

Lesson 41	Instructional Plan

High Quality Text(s):
Texts vary according to student research.

Guiding Question:
How does an author determine the most essential information to be presented orally? What makes an effective oral presentation?

Learning Target:

	Students will understand the following:
	• Effective oral presentation will highlight the most essential information in an engaging way.
	<u>Agenda</u>
	• Students present their final multimedia narratives to an audience by playing their audio or video presentations. Students also engage in a brief question-and-answer session following each presentation. Students respond thoughtfully to audience questions and comments and clarify, verify, or challenge ideas if necessary.