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Grade: 9-12	ESL Units of Study Semester 2 English Language Arts	Unit 8
Determining Where We're Going: Researching Our Future		
Number of Instructional days: 4 Weeks (1 Week=230 Minutes)		

Overview

For this unit, students will identify a question/problem and review and evaluate multiple sources of information that address the question/problem. Students will integrate and evaluate the sources into cohesive research that introduces a precise, knowledgeable claim. The students will use effective organization, selection, and analysis of content to support their claim and persuade their audience.

Leading up to the end-of-the-year research paper, students could collaboratively develop questions and then attempt to answer those questions with appropriate evidence. Then, individually, students will progress into selecting a question of interest to establish a claim and then support that claim with researched evidence.

This unit is taught at this time of the school year to further develop students' research skills, to answer complex questions, and support a claim. In addition, students will continue to progress their learning in the development of claims, counterclaims, and the clarification of relationships between those claims. Students will display their ability to effectively select evidence, organize, and analyze this content into a research paper. All of these skills have culminated over the course of the year and should continue to be developed in the following year.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Reading Anchor Standard

[CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.](#)

Writing Anchor Standard

[CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.](#)

Speaking and Listening Anchor Standard

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[CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.](#)

Language Anchor Standard

No Language anchor standard identified in this unit.

Concepts to Be Learned and Skills to Be Used

- INTEGRATE and EVALUATE multiple **sources of information** presented in different media or formats (e.g., visually, quantitatively) as well as in words.
 - ADDRESS a **question**.
 - SOLVE a **problem**.
- WRITE **arguments to support claims** in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - INTRODUCE **precise, knowledgeable claim(s)**.
 - ESTABLISH the **significance** of the claim(s).
 - DISTINGUISH the claim(s) from alternate or opposing claims.
 - CREATE an organization that **logically sequences claim(s), counterclaims**, reasons, and evidence.
 - DEVELOP claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while
 - POINT OUT the **strengths and limitations** of both in a manner that
 - ANTICIPATES the **audience's knowledge level, concerns, values, and possible biases**.
 - USE words, phrases, and clauses as well as varied **syntax** to link the major sections of the text.
 - CREATE **cohesion**.
 - CLARIFY the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - ESTABLISH and MAINTAIN a **formal style and objective tone**.
 - ATTEND to the **norms and conventions** of the discipline in which they are writing.
 - PROVIDE a **concluding statement** or section that follows from and supports the argument presented.

Essential Questions

- *HOW CAN A TOPIC OF INTEREST BE DEVELOPED INTO A RESEARCH PAPER?*
- *WHAT IS THE STRUCTURE OF A COHESIVE RESEARCH PAPER?*
- *HOW DOES A THESIS DRIVE A RESEARCH PAPER?*
- *How does one evaluate sources to determine validity and reliability when using informational texts?*

Assessment

Task Name: [Integrate and Evaluate Multiple Sources of Information](#)

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

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Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

Writing Standards

Text Types and Purposes

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- o W.9-10.1. standard is identical to grades 11-12
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they

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are writing.

- d. 9-10 standard is identical to grades 11-12

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

- e. 9-10 standard is identical to grades 11-12

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2. Standard is identical to 11-12

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Speaking and Listening Standards

Comprehension and Collaboration

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1 Standard is identical to grades 11-12

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

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Reading Standards for Literature

Key Ideas and Details

[RL.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

[RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Reading Standards for Informational Text

Key Ideas and Details

[RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

[RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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

Writing Standards

Production and Distribution of Writing

[W.11-12.4](#) 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.)

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- o W.9-10.4. standard is identical to 11-12

Standards that **Recur** in the Unit of Study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- o RI.9-10.10 standard is identical to grades 11-12

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.11-12.10 By the end of grade 11 read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

- o RI.9-10.10 standard is identical to grades 11-12

Writing Standards

Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- o W.9-10.10 standard is identical to grades 11-12

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Speaking and Listening Standards

Presentation of Knowledge and Ideas

[SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.](#) (See grades 11–12 Language standards 1 and 3 on page 54 [of the full ELA Common Core State Standards document] for specific expectations.)

- o SL.9-10.6 standard is identical to grades 11-12 (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Language Standards

Vocabulary Acquisition and Use

[L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.](#)

- o L.9-10.6 standard is identical to grades 11-12

Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

RL No standards in this unit.

RI 11-12.7 In grades 9-10, students are expected to analyze multiple accounts of a topic, pulling from different mediums, to identify which details are emphasized. **In grade 11, this skill will be further developed to integrate and evaluate information from multiple sources and formats in order to problem-solve or answer a question.** This skill will be addressed in further depth in grade 12.

RF N/A

W 11-12.1 Students at all secondary levels are expected to write arguments that support analysis on a significant subject matter or text.

- a. In grade 10, students are expected to introduce precise claims and distinguish them from alternate or counterarguments. In addition, students' organization should establish clear relationships among arguments, counterarguments, reasons, and evidence. **In grade 11, this skill will be further developed by organizing arguments, counterarguments,**

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reasons, and evidence in a logical sequence. This skill will be addressed in further depth in grade 12.

b. In grades 9-10, students are expected to develop arguments and counterarguments adequately, using supporting evidence and addressing the arguments' strengths and weaknesses, while considering audience's knowledge and concerns. **In grade 11, this skill will be further developed to build upon arguments thoroughly, using the most relevant supporting evidence, while considering audience's knowledge, concerns, values, and potential biases.** This skill will be addressed in further depth in grade 12.

c. In grades 9-10, student are expected to link major sections, create cohesion, and clarify relationships between reasons, evidence, arguments, and counterarguments by using appropriate transitional words, phrases, and clauses. **In grade 11, this skill will be further developed to focus on linking, creating cohesion, and clarifying by using transitional words, phrases, clauses, and varied syntax.** This skill will be addressed in further depth in grade 12.

d. In grades 9-10, students are expected to create and maintain a formal writing style and objective tone while adhering to appropriate norms and conventions of the writing's genre. **In grade 11-12, this skill will be further developed through more practice.**

e. In grades 9-10, students are expected to develop a concluding sentence or paragraph that connects to and supports the argument presented. **In grade 11-12, this skill will be further developed through more practice.**

SL 11-12.1 Students at all secondary levels are expected to effectively initiate and participate in a variety of collaborative discussions (e.g. small and large groups, teacher-led) with diverse partners that build on others' ideas while also clearly and persuasively explaining their own ideas. **In grade 11-12, this skill will be further developed through more practice at the appropriate grade-level topics, texts, and issues.**

d. In grades 9-10, students will be expected to respond to diverse perspectives, summarize multiple sides of argument, justify their own perspectives, and make new connections based upon evidence presented. **In grade 11, this skill will be further developed to synthesize information and evidence from multiple perspectives, resolve contradictions, and identify what additional information or research is needed to deepen understanding of issue.** This skill will be addressed in further depth in grade 12.

L No standards in this unit.

Resources: References to Appendices A, B, and C and Other Resources

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Edge Level C

Unit 4 –*Express Yourself: Write a Research Report*. Pgs. 418 - 433

Unit 5 – *Moment of Truth : Write a Literary Research Report* Pgs. 516 - 531

Edge Language and Learning Handbook: How to Select and Use Media to Research Information
Pgs. 752 - 754

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)

See page 23

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

[Appendix B: Text Exemplars and Sample Performance Task](#)

Teachers can use their own discretion and integrate texts focusing on current events.

[Appendix C: Samples of Student Writing](#)

student sample: Grade 11, Informative/explanatory

The essay that follows was written in response to an extra credit assignment in an anatomy and physiology class. Students were asked to summarize key points about a topic from given information and from their own research on the Internet and to explain how the topic was relevant to their future. A list of sources was not required in the assignment.

Summary of Key Points

For many years, scientists and researchers weren’t able to examine

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normal, healthy brains. They only got brain data from autopsies and surgeries. Even so, they were able to learn a lot about how the brain functioned because when people suffered brain damage to parts of the brain, they could see what functions were impaired and know the parts of the brain that were responsible for that function. MRI technology has changed that because now scientists can examine healthy brains at all stages of development, including getting functional results that show areas of the brain that “light up” while performing tasks. Therefore, scientists are now able to measure how the brain works.

95% of the brain has been formed by age 6, but through MRI studies researchers now know that changes in the brain structure continue to occur late in child development. The prefrontal cortex has a growth spurt just before puberty and then prunes back in adolescence. This part of the brain is responsible for reasoning, controlling impulses, and making judgments. The growth and pruning is a very important stage of brain development, so when this second wave is happening teen’s activities can affect how their brain responds for the rest of their lives.

Researchers have found waves of growth and change in other parts of the brain as well, including the corpus callosum and the cerebellum. The corpus callosum influences language learning, and the cerebellum helps physical coordination and is also used to process mental tasks and higher thought such as math, philosophy, decision-making, etc.

This recent research has confirmed what scientists have known for many years . . . that different parts of the brain mature at different times. However, the brain is much more changeable than previously thought, with structural changes taking place into adolescence and beyond. Knowing more about the brain’s structure is only one piece of the puzzle. Much more research is needed to draw conclusions about how the brain structure and function directly cause behavior.

Conclusion:

MRI technology has enabled researchers to learn much more about the brain’s growth and development. They have learned that parts of the brain, such as the pre-frontal cortex, an area of the brain that controls reasoning and judgment, goes through a second growth spurt just before puberty, and that this helps to explain why teenagers begin to have more control over their impulses and are able to make better judgments. Additionally, scientists have been able to confirm that some brain characteristics are genetic, and others are affected by environmental factors. Confirming that different parts of the brain mature at different times and that the brain has structural changes through adolescence is very important, but there is a great deal more research that needs to be done to learn about how brain structure and function relate to behavior.

How is this article relevant to my future?

Knowing more about the brain and how it influences behavior will have a major impact on how children and teenagers are raised and educated. For example, one of the researchers, Giedd believed that the growth and pruning can happen at a time of brain development when the actions of

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teenagers can affect them the rest of their lives, his “use it or lose it principle.” This is the time when music or academic development could be “hardwired.” This theory puts more emphasis on parents to make sure their teens have the right focus and guidance. Most parents already believe in a basic approach to raising and educating their children, but this research could lead to a very specific timetable and a do and don’t guide to child development, making sure that their child is exposed to the appropriate factors at the right time.

Annotation

The writer of this piece

Introduces a topic

For many years, scientists and researchers weren’t able to examine normal, healthy brains. They only got brain data from autopsies and surgeries. Even so, they were able to learn a lot about how the brain functioned because when people suffered brain damage to parts of the brain, they could see what functions were impaired and know the parts of the brain that were responsible for that function. MRI technology has changed that because now scientists can examine healthy brains at all stages of development, including getting functional results that show areas of the brain that “light up” while performing tasks. Therefore, scientists are now able to measure how the brain works.

Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

95% of the brain has been formed by age 6, but through MRI studies researchers now know that changes in the brain structure continue to occur late in child development. The prefrontal cortex has a growth spurt just before puberty and then prunes back in adolescence . . . Researchers have found waves of growth and change in other parts of the brain as well, . . . This recent research has confirmed what scientists have known for many years . . . that different parts of the brain mature at different times.

Develops 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.

Details: *95% of the brain has been formed by age 6 . . .*

Facts: *The corpus callosum influences language learning, and the cerebellum helps physical coordination and is also used to process mental tasks and higher thought . . .*

Examples: *They have learned that parts of the brain, such as the pre-frontal cortex . . .*

Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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For many years . . . Even so . . . Therefore . . . other parts of the brain as well . . . This recent research . . . However, . . . Knowing more about the brain's structure . . . Additionally, . . . Confirming that different parts of the brain mature at different times and that the brain has structural changes through adolescence is very important, but . . . For example . . . This theory . . .

Uses precise language, domain-specific vocabulary (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic (though sometimes important concepts, notably *pruning*, go undefined).

. . . data . . . autopsies . . . surgeries . . . MRI technology . . . prefrontal cortex . . . growth spurt . . . corpus callosum . . . cerebellum . . . puberty . . .

This is the time when music or academic development could be "hardwired."

establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.

For many years, scientists and researchers weren't able to examine normal, healthy brains . . . Most parents already believe in a basic approach to raising and educating their children, but this research could lead to a very specific timetable and a do and don't guide to child development, making sure that their child is exposed to the appropriate factors at the right time.

Provides a concluding section that follows from and supports the information or explanations presented (e.g., articulating implications or the significance of the topic).

Knowing more about the brain and how it influences behavior will have a major impact on how children and teenagers are raised and educated. For example, one of the researchers, Giedd believed that the growth and pruning can happen at a time of brain development when the actions of teenagers can affect them the rest of their lives, his "use it or lose it principle." This is the time when music or academic development could be "hardwired." This theory puts more emphasis on parents to make sure their teens have the right focus and guidance. Most parents already believe in a basic approach to raising and educating their children, but this research could lead to a very specific timetable and a do and don't guide to child development, making sure that their child is exposed to the appropriate factors at the right time.

Demonstrates good command of the conventions of standard written English.

Terminology:

Key Terms

Complex question
Integrate

Challenging Concepts

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It is often difficult for students to synthesize material and gather relevant details. They can become overwhelmed by other components of the writing; i.e. vocabulary. Without choosing adequate material it will be a very complex task to also have them construct an investigative question. Therefore, teachers can model or directly instruct on how to determine appropriate components of a work so they can then use it to create a well-informed question for their own units.

Online Resources:

- **Multicultural Resources**
<http://www.edchange.org/multicultural>
- <http://medialiteracyproject.org/>
- **Dual Language:** <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>
- **WIDA:** <http://www.wida.us/standards/eld.aspx>

www.nytimes.com

<http://jonimitchell.com/music/song.cfm?id=208>

<http://www.metrolyrics.com/dont-go-near-the-water-lyrics-johnny-cash.html>

Additional Resources

Current local newspapers

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.