

# Economic Systems

*by Kathy M. Thiebes*

Every society operates with a mixed economic system, combining the influences of market and command models in order to form a functioning economy and government. Individual countries have unique economic systems that are each defined by how they prioritize different economic goals. There are two central Oregon social studies content standards addressed in this module: evaluate different economic systems, comparing advantages and disadvantages of each; and compare and contrast the allocation of goods and services in market and command economies. Before the module, students have learned basic information on taxes as well as the definitions of the various economic systems. This module is taught in a classroom with learners of diverse skill levels including Advanced Placement students, English Language Learners, and students with IEPs. Students keep all texts and their Writer's Notebook (see resources) in a portfolio to help students stay organized and support the teacher in providing efficient feedback.

**Grades:** 11 - 12

**Discipline:** Social Studies

**Course:** Economics

# Section 1: What Task?

## Teaching Task

### Task Template 4 - Argumentation

What are the features of an ideal mixed economy? After reading informational texts, editorials, and an interactive infographic, write an essay for the school newspaper in which you compare the characteristics of market and command economies and argue what combination of characteristics would be most effective for the United States today. Support your position with evidence from the text(s).

D 1

Be sure to acknowledge competing views.

D 2

Give several example/s from past or current issues to illustrate and clarify your position.

## Common Core State Standards

### College and Career Readiness Anchor Standards for Reading

CCR.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

### ***College and Career Readiness Anchor Standards for Writing***

**CCR.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCR.W.1**

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

**CCR.W.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCR.W.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCR.W.9**

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

**CCR.W.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.

### ***Additional Standards***

#### ***Oregon***

#### ***Oregon Social Sciences Academic Content Standards***

**HS.53**

Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.

### ***Texts***

🔗 "As Cuba gives Capitalism a try, Experts Ponder the Future" - William Booth, Washington Post

🔗 "Should the US have a National Healthcare System?" - John Edwards and Michael Tanner, NY Times Upfront

🔗 "Denmark Thrives Despite High Taxes" - David Kestenbaum, NPR

🔗 "Wal-Mart: Good or Evil" - Paul Krugman and John Tierney, NY Times Upfront

🔗 "The World's Best Countries" - Newsweek infographic

🔗 "Should the Government Tax Your Coke" - William Neuman, NY Times Upfront

🔗 "Start-Ups, Not Bailouts" - Thomas Friedman, NY Times

## LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

Every society operates with a mixed economic system, combining the influences of market and command models in order to form a functioning economy and government. Individual countries have unique combinations of the market and command influences depending on how countries prioritize different economic goals. Throughout this module, you will build a portfolio of your reading and writing work that will support you in writing your final essay in response to the task.

## ***Extension***

Students participate in a formal class debate about the future of America's economic system using their essays and other research to defend their market and command preferences on different topics (healthcare, welfare, education, taxes, etc.).

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to discuss with others and use prior knowledge to connect with concepts being introduced in this module (SL 11-12.1 & RH 11-12.2).

**TASK ANALYSIS:** Ability to understand and explain the expectations of the task (SL 11-12.1 & RH 11-12.2).

**RUBRIC ANALYSIS:** Ability to understand and explain the task's rubric (SL 11-12.1 & RH 11-12.2).

### ***Reading Process***

**READING STRATEGIES:** Ability to determine the meaning of words and phrases as they are used in a text (RH 11-12.4)

**ACTIVE READING:** Ability to: \* Read purposefully and determine the central ideas of a secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas (RH 11-12.2). \* Cite specific textual evidence to support analysis of secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (RH 11-12.1). \*Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information (RH 11-12.8).

**NOTE-TAKING:** Ability to: \* Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (WH 11-12.8). \*Draw evidence from literary or informational texts to support analysis, reflection, and research (WH 11-12.9)

**ORGANIZING NOTES:** Ability to: \*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (RH 11-12.7). \*Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (RH 11-12.8).

### ***Transition to Writing***

**BRIDGING CONVERSATION:** Ability to: \*Explain the rubric and begin linking reading, notes, and discussion to writing task (RH 11-12.1). \*Engage in meaningful discussion by posing and responding to guiding questions and responding thoughtfully to diverse perspectives. Synthesize comments, claims and evidence made on all sides of an issue (SL 11-12. 1c/d).

### ***Writing Process***

**ESTABLISHING A CLAIM:** Ability to establish a formal claim in response to the task (WH 11-12.1).

**OUTLINE:** Ability to create a logical organization of main points and evidence in an outline format (WH 11-12.1).

**DEVELOPMENT:** Ability to: \*Write arguments to support claims and address counterclaims in an analysis of the topic/texts using valid reasoning and relevant and sufficient evidence (WH 11-12.1).



\*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (WH 11-12.4). \*Write routinely over an extended time frame (WH 11-12.10).



**REVISION AND EDITING:** Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (WH 11-12.5).


**COMPLETION:** Ability to submit final piece that meets expectations.


## Section 3: What Instruction?


### PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES


Preparing for the Task				
1 hr	<b>TASK ENGAGEMENT:</b> Ability to discuss with others and use prior knowledge to connect with concepts being introduced in this module (SL 11-12.1 & RH 11-12.2).	<b>QUICKWRITE &amp; FISHBOWL DISCUSSION</b> Read the following opening question and respond in your journal: : "What would be the positive and negative effects if Oregon chose to eliminate public schools in favor of an all-private system?" Using a fishbowl discussion format, elaborate on your views and the views of your classmates in response to the journal question.  Read the task. In a quick-write, what is your first reaction to the prompt?	Meets expectations if students respond to the journal question, take appropriate notes on fishbowl discussion, and produce a quick write in response to the task.	<ul style="list-style-type: none"> <li>• Opener - students will complete response the the opening journal question independently.</li> <li>• Fishbowl – After the completing the opening journal question independently, students will engage in a short fishbowl discussion to help shape their individual views on the concept of market and command economies in relationship to the opening question. ** Note: A fishbowl is similar to a socratic seminar. In order to have a successful shortened fishbowl discussion, students must have experience with the fishbowl routine.</li> <li>• After the fishbowl, students read the task and complete the quick-write in their writer's notebook independently (no discussion).</li> </ul> <p><b>Accomodations and Interventions:</b></p> <p>Provide students with sentence starters and frameworks for their quick-writes. Example: I believe a _____ system would be the best type of system because _____.</p>
Additional Attachments:   <b>Writer's Notebook - Task Breakdown (Page 2)</b>				
1 hr	<b>TASK ANALYSIS:</b> Ability to understand and explain the expectations of the task (SL 11-12.1 & RH 11-12.2).	<b>TASK BREAKDOWN</b> In your own words, break down each piece of the task to develop a deeper understanding of the expectations.	Meets expectations if students participate in discussion and record details of task in their Writer's Notebook.	<ul style="list-style-type: none"> <li>• <b>Task Breakdown</b> - Students breakdown each piece of the rubric in their own words in their Writer's Notebook. Share breakdown as a class and create a set of class notes that identify expectations for the task.</li> <li>• <b>Notes:</b> Teacher should review student responses in task analysis to ensure they understand the task and identify those who need more support. During the Task Breakdown activity while the class shares their work out loud, encourage them to get as detailed as possible (i.e. What is an essay? How long should it be? What exactly does "evidence" include?).</li> <li>• <b>Accomodations and Interventions:</b> Specifically organize groups to provide ideal peer-support for students who need it.</li> </ul>
Additional Attachments:   <b>Writer's Notebook - Page 2</b>				



PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<b>RUBRIC ANALYSIS:</b> Ability to understand and explain the task's rubric (SL 11-12.1 & RH 11-12.2).	<b>RUBRIC ANALYSIS</b> In small groups, translate your assigned rubric category into your own words, provide an example of how it would look in an essay, and draw a visual representation.	Meets expectations if students participate in creation of poster and complete the rubric translation form in their Writer's Notebook. Posters must include: <ul style="list-style-type: none"> <li>• A translation of the rubric category in their own words.</li> <li>• Examples of what it might look like in an essay.</li> <li>• A visual representation of the rubric category.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce rubric to class. Give students 5 minutes to skim the rubric. Ask what they notice and how it is different or similar to rubrics they have seen in the past.</li> <li>• Model a translation of one category of the rubric for the class</li> <li>• Assign a different category of the rubric to small groups within the class. All groups will be working with just the level 4 (advanced) for each rubric category. Small groups will create a poster for the category using expectations (above).</li> <li>• Students will do a gallery walk and take notes on each other's rubric translations on the rubric translation sheet in their Writer's Notebook.</li> </ul> <p><b>Accommodations and Interventions:</b> Specifically organize groups to provide ideal peer-support for students who need it.</p>
Additional Attachments:				
 <b>Writer's Notebook - Rubric Analysis (Page 3)</b>				
<b>Reading Process</b>				
30 mins	<b>READING STRATEGIES:</b> Ability to determine the meaning of words and phrases as they are used in a text (RH 11-12.4)	<b>READING STRATEGY LIST</b> What strategies do you use to help you process your reading and support learning of new vocabulary?	List of 5-6 of strategies for reading and understanding difficult vocabulary within texts (can be strategies of others as well). Participates in practice activities and class discussion of reading strategies.	<ul style="list-style-type: none"> <li>• As individuals, students write down 1 or 2 strategies that they use to help them understand what they read. Students share responses in pairs then must find 3 other strategy ideas from classmates to add to their lists ("give one, get one" activity).</li> <li>• Create a class list of reading strategies. Teacher models strategies that will be used in throughout the reading process of the module (modeling, note-taking strategies, etc.)</li> <li>• Students practice reading strategies with a variety of small pieces of texts provided by the teacher to ensure everyone is comfortable using the strategies independently.</li> </ul> <p><b>Accommodations and Interventions:</b></p> <p>Create bookmarks or laminated cards of reading strategies so students have consistent reminders of strategies. Advanced students: Use very challenging/high level texts for students to practice their reading strategies (an excerpt from a college textbook or challenging primary source).</p>
Additional Attachments:				
 <b>Writer's Notebook - Vocabulary Notes (Page 4)</b>				



PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>ACTIVE READING:</b> Ability to: * Read purposefully and determine the central ideas of a secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas (RH 11-12.2). * Cite specific textual evidence to support analysis of secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (RH 11-12.1). * Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information (RH 11-12.8).</p>	<p><b>ANNOTATION AND ANALYSIS OF TEXTS</b> Use annotation techniques and other reading strategies to demonstrate your reading process and your level of interaction with the text.</p> <p>(this mini-task is completed in 3 class periods, each class period is 1 hour)</p>	<p>Meets expectations if</p> <ul style="list-style-type: none"> <li>• "Actively read" article has a variety of marks (circles, underlining, stars, highlights, etc.) and written questions, connections, and insights in the margins that are specific to answering the teaching task.</li> <li>• Use annotation rubric to provide students feedback on their reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Frontload vocabulary synonyms for market and command economies. Students record in Vocabulary Notes section of their Writer's Notebook. Introduce 2 synonyms each day (i.e. privatized, socialized, free-market, public, etc.).</li> <li>• Instruction for the first article ("Should the U.S. have a National Healthcare System?") should be very explicit and include group/partner work and teacher modeling.</li> <li>• Teacher reads first 3 sentences of the article, modeling active reading strategies using smartboard.</li> <li>• Students finish reading the rest of the article using a "think aloud" process with a partner.</li> <li>• Teacher asks for a list of vocabulary that students struggled with and class discusses strategies for understanding words in context. Students record new vocabulary in the Vocabulary Notes section of their Writer's Notebook.</li> <li>• Students will take notes after reading the article (see note-taking skill).</li> <li>• Students actively read and annotate the next 3 texts with a gradual release of peer and teacher support (students should read last two texts independently with minimal small group and class discussion).</li> </ul> <p><b>Notes:</b> One text is an interactive infographic. Spend time discussing how to read data and the importance of evaluating the source and comparison of data. Recommended order for texts:</p> <ol style="list-style-type: none"> <li>1. "Should the U.S. have a National Healthcare System?"</li> <li>2. "As Cuba gives Capitalism a try, Experts Ponder the Future."</li> <li>3. "Denmark Thrives Despite High Taxes."</li> <li>4. "The World's Best Countries" Infographic</li> <li>5. "Wal-Mart: Good or Evil. "</li> <li>6. "Should the Government Tax Your Coke"</li> <li>7. "Start-Ups, Not Bailouts"</li> </ol> <p><b>Accommodations and Interventions:</b></p> <ul style="list-style-type: none"> <li>• Modified texts for some students: smaller chunks of text, larger font, pre-highlighted key terms, etc.</li> <li>• Some vocabulary pre-defined on modified texts</li> <li>• Sentence frames for "think alouds".</li> <li>• Advanced Students: Texts #6 and #7 can be included for higher skill level students and/or classes.</li> </ul>
<p>Additional Attachments:</p> <p> <b>Writer's Notebook - Active Reading (Pages 5-9)</b></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>NOTE-TAKING:</b> Ability to: * Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (WH 11-12.8). *Draw evidence from literary or informational texts to support analysis, reflection, and research (WH 11-12.9)</p>	<p><b>NOTES AND ANALYSIS</b></p> <p>In your Writer's Notebook, record evidence from the text that supports the teaching task. Be sure to include the central ideas, quotes, statistics, key words, and phrases that will help you analyze the text and further define your argument in response to the task.</p> <p>* This mini-task takes place over 3 class periods in conjunction with the Active Reading mini-task.</p>	<p>Summaries contain central ideas of the texts and include sufficient evidence from the texts that support each economic system philosophy (market and command characteristics).</p>	<p>Brief review of summary writing strategies. Use a variety of reading/writing activities to help students improve processing skills of main idea and significance. Examples:</p> <ul style="list-style-type: none"> <li>25 word summary - Ask students to actively read the text independently. When finished, organize students in groups no larger than 4. Groups will write a 25 word summary of the text and read the summary outloud or share on poster paper. Class votes for best summary.</li> <li>Super Six - As students read the text, ask them to identify the 6 words from the text that most exemplify the central idea the author is trying to convey. Place students in small groups and using their individual lists of 6 words, together to create a group list of 6 words. The group must then write a summary of the text using those 6 words.</li> <li>Guide group and partner discussions to evaluate each text including the author's perspective and it's validity as well as emerging opinions of students.</li> </ul> <p><b>Accommodations and Interventions:</b></p> <ul style="list-style-type: none"> <li>Provide partners that are supportive for students who need additional guidance.</li> <li>For students who need accommodations, highlight several pieces of the text and ask students to identify which piece of highlighted text most represents the main idea and why.</li> <li>Students can verbally identify examples from the text that support each perspective (market/command) and have teacher or another student record responses.</li> <li>Supply sentence frames to help students begin note-taking on each text.</li> <li>Advanced Students: Limit the supports in the Writer's Notebook by eliminating the note-taking template, encouraging students to define their own effective note-taking strategies.</li> </ul>
<p>Additional Attachments:</p> <p> <b>Writer's Notebook - Active Reading and Note-Taking (Pages 5-9)</b></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<b>ORGANIZING</b> <b>NOTES:</b> Ability to: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (RH 11-12.7). *Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (RH 11-12.8).	<b>GRAPHIC ORGANIZER</b> Prioritize relevant information in the "organizing notes" section of your Writer's Notebook.	Meets expectations if: <ul style="list-style-type: none"> <li>Creates a prioritized set of notes that categorizes evidence in a T-Chart format.</li> <li>Identifies the texts and key evidence from the texts that support the main categories they have developed for organizing the information.</li> </ul>	<ul style="list-style-type: none"> <li>Students place relevant information from the texts and their own background knowledge into the graphic organizer in the Writer's Notebook. Encourage students to use notes from previous lectures (7 goals of any economic system).</li> <li>As a class, share categories students came up with.</li> <li>Students will prioritize the information in the graphic organizer by identifying which pieces of evidence they will use in their essay.</li> </ul> <p><b>Notes:</b> Prompt students by asking what themes emerged in the texts? What themes could they use to narrow the information from the texts?</p> <p><b>Accommodations and Interventions:</b></p> <ul style="list-style-type: none"> <li>Provide students with specific examples of what kinds of information belongs in each section of the graphic organizer. Create a list of text-dependent questions to help guide students in the process. Example: "What is one fact you learned from the healthcare article that supports a market system?"</li> <li>Can also provide students with a pre-developed list of possible categories (healthcare, freedom, security, etc.)</li> </ul>
Additional Attachments:   <b>Writer's Notebook - Graphic Organizer (Page 10)</b>				
<b>Transition to Writing</b>				
30 mins	<b>BRIDGING CONVERSATION:</b> Ability to: *Explain the rubric and begin linking reading, notes, and discussion to writing task (RH 11-12.1). *Engage in meaningful discussion by posing and responding to guiding questions and responding thoughtfully to diverse perspectives. Synthesize comments, claims and evidence made on all sides of an issue (SL 11-12. 1c/d).	<b>SILENT CONVERSATION</b> Engage in a "silent" class discussion about the task using various guiding questions.	Students take appropriate notes on silent conversation and participate in all-class discussion and debate.	<ul style="list-style-type: none"> <li>Place a large piece of poster paper in the middle of each table group with a narrowed guiding question that aligns to the task. Give small groups 5 min to respond to the question and each others comments in writing only (no verbal communication). After 5 min, students will rotate to another paper and comment on more responses. Keep rotations until students have seen all comments/all questions.</li> <li>After silent discussion, ask students to re-read the teaching task and discuss their thoughts and opinions and refine any notes they wish or need to in their Writer's Notebook.</li> </ul> <p><b>Accommodations and Interventions:</b> Sentence Frames and give specific students longer time at each conversation.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<b>BRIDGING CONVERSATION:</b> Ability to: *Explain the rubric and begin linking reading, notes, and discussion to writing task (RH 11-12.1). *Engage in meaningful discussion by posing and responding to guiding questions and responding thoughtfully to diverse perspectives. Synthesize comments, claims and evidence made on all sides of an issue (SL 11-12. 1c/d).	<b>SCORING SAMPLE ESSAYS</b> What does a strong essay look like? Use your translated rubric to evaluate several sample essays written by other students in response to the task.	Meets expectations if:  Students participate in discussion and write their explanations for scoring samples on a piece of paper to be turned in as an exit slip. Written explanations must include: <ul style="list-style-type: none"> <li>• The score they would give the essay.</li> <li>• Rubric categories that were strengths and rubric categories that were weaknesses for the author.</li> <li>• 2 sentences that give guidance as to how the author could improve the essay.</li> </ul>	Students will deconstruct and evaluate a sample essay for this same task using the translated rubric. Students will independently record their score and response to the expectations above. Students will also have a class discussion (partners first then whole class) to share their feedback.  <b>Accommodations and Interventions:</b> <ul style="list-style-type: none"> <li>• Ask some students to focus on fewer rubric components such as Reading/Research and Controlling Idea.</li> <li>• Advanced Students: Complete an exit slip in which they explain the difference between selected categories (Focus vs. Development) or highlight the change in demands between each level of the rubric.</li> </ul>
Additional Attachments:   <b>Student Sample Essay</b>				
<b>Writing Process</b>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<b>ESTABLISHING A CLAIM:</b> Ability to establish a formal claim in response to the task (WH 11-12.1).	<b>WRITING A CLAIM</b> <ul style="list-style-type: none"> <li>Read sample thesis statements and discuss strengths and weaknesses with a partner.</li> <li>Write a formal claim in your Writer's Notebook.</li> </ul>	Writes a formal claim that establishes an argument and identifies key points that support development.	<ul style="list-style-type: none"> <li>Before students write their formal claim, review qualities of a strong claim as a class: must be an argument, include simple defense of the argument, and include categories to lead reader and organize essay.</li> <li>In pairs, students will edit sample claim statements provided by the teacher. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement.</li> <li>Students will have 15 minutes to write a draft of their claim statement. When finished, in pairs, students will share their claim statements and give each other feedback using sticky notes instead of verbal feedback.</li> </ul> <p><b>Accommodations and Interventions:</b></p> <p>Provide students with sentence frames to help write the claim. For example: A _____ economic system is the ideal system because it provides a country with _____ and _____ (choose two "goals" from your notes).</p> <p>Advanced Students: Require a complex, multi-sentence thesis statement that includes a counterclaim.</p>
<p>Additional Attachments:</p> <p> <b>Claim Statement Practice (evaluate claims)</b></p>				
1 hr	<b>OUTLINE:</b> Ability to create a logical organization of main points and evidence in an outline format (WH 11-12.1).	<b>OUTLINE</b> Using the organizer in your Writer's Notebook, create an outline for your essay that includes topic sentences and major evidence or key points to support the claim of each paragraph.	Meets expectations if:  Outline is logical and all pieces of the outline organizer are complete.	<ul style="list-style-type: none"> <li>Review the qualities of a strong opening paragraph: HOTT- Hook, Overview, Thesis, Transition • Students independently write an outline using the template in their Writer's Notebook.</li> <li>In small groups, students share their outlines for feedback.</li> </ul> <p><b>Accommodations and Interventions:</b></p> <p>Students will focus on providing evidence from only one or two texts in their outline. Advanced Students: After they have completed their outline, use advanced students as peer tutors during this class to ensure other students have a strong claim and outline before beginning their rough drafts.</p>
<p>Additional Attachments:</p> <p> <b>Writer's Notebook - Outline (Pages 11-12)</b></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<b>DEVELOPMENT:</b> Ability to: *Write arguments to support claims and address counterclaims in an analysis of the topic/texts using valid reasoning and relevant and sufficient evidence (WH 11-12.1). *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (WH 11-12.4). *Write routinely over an extended time frame (WH 11-12.10).	<b>ROUGH DRAFT</b> Write a rough draft of your essay consisting of at least 5 paragraphs. A sample format would include an introduction, 3 body paragraphs (one addressing the counterclaim) and a conclusion.  *This mini-task will take place over 3 hour long class periods.	<ul style="list-style-type: none"> <li>Student develops ideas with relevant details and evidence, has appropriate word-usage and phrasing, and creates smooth transitions between sentences and paragraphs.</li> <li>Paragraphs are organized in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>Day 1 - Model the construction of a model body paragraph using TEST – Topic sentence, Evidence, Significance, and Transition. Give students the rest of the class period to work independently.</li> <li>Day 2 - Create stations where students can get guidance on certain aspects of the essay: introduction, claim, evidence/analysis, transitions, and conclusion. Assign a strong student-writer at each station to help guide discussion and provide peer-review. Teacher spends time at each station assisting students.</li> <li>Day - 3 - Independent work time.</li> </ul> <p><b>Accommodations and Interventions:</b></p> <p>Teacher leads “station” for students who need extra support in developing the essay. Advanced Students: They will be the station leaders. It is essential to provide the station leaders with some instruction on how to effectively support other students prior to the activity.</p>
1 hr	<b>REVISION AND EDITING:</b> Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (WH 11-12.5).	<b>FINAL DRAFT</b> <ul style="list-style-type: none"> <li>Use the peer review form in your Writer’s Notebook to provide feedback on your classmates essays.</li> <li>Use the feedback you received to revise your essay.</li> </ul>	Meets expectations if: <ul style="list-style-type: none"> <li>Provides appropriate feedback to partner (completes the feedback form). Uses feedback to improve rough draft.</li> </ul>	<ul style="list-style-type: none"> <li>Students give each other feedback on rough drafts using the “peer review template”. Students can email essays to teacher for basic feedback.</li> <li>Review strategies for citing information using the Writer’s Notebook – MLA citation methods, quoting, paraphrasing.</li> <li><b>Notes:</b> These students already have experience/instruction for implementing MLA citations prior to this module.</li> </ul> <p><b>Accommodations and Interventions:</b></p> <ul style="list-style-type: none"> <li>Assign partners carefully to make sure adequate/appropriate feedback is given.</li> <li>Have some students do a peer feedback template for a sample essay instead of a classmate and teacher provides feedback for them.</li> <li>Advanced Students: They should use additional peer review templates to provide feedback to multiple students.</li> </ul>
Additional Attachments:   <b>Peer Review Template</b>  <b>Citation Resource</b>				
Not provided	<b>COMPLETION:</b> Ability to submit final piece that meets expectations.	<b>COMPLETED FINAL DRAFT</b> Turning in your final draft.	Meets expectations if:  Final draft is turned in on time.	No instructional strategies.

## *Section 4: What Results?*

### ***Student Work Samples***

No samples uploaded

### ***Teacher Reflection***

Not provided

## All Attachments

🔗 "As Cuba gives Capitalism a try, Experts Ponder the Future" - William Booth, Washington Post : <https://s ldc.org/u/42jdjxhvdmc5298e6t3x7pw5>

🔗 "Should the US have a National Healthcare System?" - John Edwards and Michael Tanner, NY Times Upfront : <https://s ldc.org/u/arzl48rq1hq7zlbz9246oi72>

🔗 "Denmark Thrives Despite High Taxes" - David Kestenbaum, NPR : <https://s ldc.org/u/7c3w7c7d422tqmi17wlomg8ca>

🔗 "Wal-Mart: Good or Evil" - Paul Krugman and John Tierney, NY Times Upfront : <https://s ldc.org/u/arzl48rq1hq7zlbz9246oi72>

🔗 "The World's Best Countries" - Newsweek infographic : <https://s ldc.org/u/1ncbhiqhdfcmw9c8jd6miuetw>

🔗 "Should the Government Tax Your Coke" - William Neuman, NY Times Upfront : <https://s ldc.org/u/arzl48rq1hq7zlbz9246oi72>

🔗 "Start-Ups, Not Bailouts" - Thomas Friedman, NY Times : <https://s ldc.org/u/85og1oob803xhy5egurkcy617>

📄 Writer's Notebook - Task Breakdown (Page 2) : <https://s ldc.org/u/8o6b5pgoau27xq9xszirwcxa5>

📄 Writer's Notebook - Page 2 : <https://s ldc.org/u/cb1n0sx315byyenp0d20oesbq>

📄 Writer's Notebook - Rubric Analysis (Page 3) : <https://s ldc.org/u/6stshss9ohhiow9ya85crk8aa>

📄 Writer's Notebook - Vocabulary Notes (Page 4) : <https://s ldc.org/u/6ke761r79e2b00ip4gxutjsdo>

📄 Writer's Notebook - Active Reading (Pages 5-9) : <https://s ldc.org/u/7yjilh690sbxjf07ukk1aruyu>

📄 Writer's Notebook - Active Reading and Note-Taking (Pages 5-9) : <https://s ldc.org/u/9tsyb2ldkvb4nevcqwafunsud>

📄 Writer's Notebook - Graphic Organizer (Page 10) : <https://s ldc.org/u/7m092i1b3arsjo3cyq6h6l6m8>

📄 Student Sample Essay : <https://s ldc.org/u/1uoz86bac0i3ypv1kcw6vvj0y>

📄 Claim Statement Practice (evaluate claims) : <https://s ldc.org/u/aartubkyflj8at58nultji4vg>

📄 Writer's Notebook - Outline (Pages 11-12) : <https://s ldc.org/u/bowwdw3tfvttsy4ii811oaajsf>

📄 Peer Review Template : <https://s ldc.org/u/p1ayqnqef8glogeb1h2frcme>

📄 Citation Resource : <https://s ldc.org/u/c8rx8uup6z076dpditi1gbsr>