



Literacy Design
Collaborative

Pandemic

★ TASK ★ LADDER

by Pier Sun Ho

In the Pandemic Module, students will read three articles on the 1918 influenza pandemic genome. The articles discuss the scientific research for reconstruction and the scientific community's decision to publish the complete genome. Students will read and discuss these three articles, noting how the authors develop their arguments. They will conclude the module by writing a 500-word (2- to 3-page) editorial that identifies a problem with publishing this research and argues in favor or against controlling the publication of certain types of scientific research.

The pandemic module fits into a larger integrated interdisciplinary unit entitled "Catch the Fever," designed to support student inquiry around the essential question: How has the development of society influenced the evolution of microorganisms? In Subunit 3, the subunit that contains this module, students examine the impact of epidemics on society. They examine different views regarding the study of viruses, balancing perspectives aimed at advancing scientific knowledge against concerns about the potential for abuse. Students examine how literature can be used as a vehicle for conveying a realistic sense of the events and the anxiety that accompanies the spread of infectious disease. Students will also compare the actual events surrounding and contributing to historical epidemics. The unit concludes with students preparing an in-depth presentation on a communicable disease of their choice.

GRADES

10

DISCIPLINE

Other

COURSE

 **Health
Professions**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 8 - Argumentation

Which is more important: scientific freedom or the public's right to safety? After reading three articles on the sequencing and publishing of the genes for the 1918 flu pandemic, write an editorial in which you identify a problem regarding the sharing of potentially dangerous scientific research in the public sphere, and propose a solution. Support your position with evidence from the text(s). Be sure to examine competing views. Give one or more example/s from past or current events to illustrate and clarify your position.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

W.9-10.1

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

W.9-10.4

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

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

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

W.9-10.10

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

Custom Standards

Undefined Notation

ETAS 3 9-12 Widespread adoption of technological innovations often depend on market forces or other societal demands, but it may also be subject to evaluation by scientists and engineers and to eventual government regulation.

California Career Technical Education Model Curriculum Standards

Understand the impact of enhanced technology, bioethics, epidemiology, and socioeconomics on the health care delivery system.

Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

Examine multiple options for completing work tasks by applying appropriate problemsolving strategies and critical thinking skills to work-related issues.

Understand that individual actions can affect the larger community.

Understand the ways in which ethical considerations affect emerging technologies and their impact on society.

Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Texts

- 🔗 Kurzweil, R., & Joy, B. (2005, October 17). Recipe for Destruction. Op-Ed. The New York Times. Retrieved from <https://www.nytimes.com/2005/10/17/opinion/17kurtz.html>
- 🔗 Taubenberger, J. K., et al. (2005, October 6). Characterization of the 1918 Influenza Virus Polymerase Genes. *Nature*: 437. R
- 🔗 1918 Flu and Responsible Science
- 🔗 Discovery and characterization of the 1918 pandemic influenza virus in historical context
- 🔗 Taubenberger, J. K., et al. (2005, October 6). Characterization of the 1918 Influenza Virus Polymerase Genes. *Nature*: 437.

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or 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

After a decade of research, university and federal scientists reconstructed the 1918 influenza virus pandemic that had killed 50 million people worldwide. Hoping to learn more about the evolution of this virus, the United States Department of Health and Human Services published the full genome on the Internet, leading to a public safety outcry about the potential risks that the virus might be used against us as a weapon of biological warfare.

Extension

Not provided

Section 2: What Skills?

Pre-module

PRE-MODULE: Ability to identify characteristics of scientific texts.

Preparing for the Task

BRIDGING CONVERSATION: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

PROJECT PLANNING: Ability to plan to produce a product and work through incremental steps.

Reading Process

ACTIVE READING I: Ability to read text explicitly; to analyze texts for specific purposes; to draw evidence from a relevant source.

ACTIVE READING II: NOTE-TAKING & ANNOTATION: Ability to summarize a text and select/prioritize relevant evidence from the text.

ACTIVE READING III: DISCIPLINARY LITERACY: Ability to identify the stylistic characteristics of writing within the discipline (scientific editorial).

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.

PLANNING: Ability to organize reading notes into an outline or organizer.

Transition to Writing

BRIDGING CONVERSATION: Ability to prepare for composing process.

Writing Process

ESTABLISHING CLAIM: Ability to establish a claim and develop a line of thought supportive to claim.

INITIAL DRAFT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISIONS: Ability to apply revision strategies to refine development of an argument, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to apply editing strategies and presentation applications.

FINAL COMPOSITION: Ability to check final product against essential questions, module targets, and learning goals.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Pre-module				
45 mins	PRE-MODULE: Ability to identify characteristics of scientific texts.	QUICK-WRITE RESPONSE / LIST OF CHARACTERISTICS Quick write response: What are the characteristics of scientific texts? Why do you think scientific texts are written in this manner?	<p>Meets:</p> <ul style="list-style-type: none"> At least three characteristics listed. For each characteristic, student has offered a reason why it is used. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts but does not fulfill criteria for "meets". 	<ul style="list-style-type: none"> Use main module text for discussion: Taubenberger; Jeffry K., et al. "Characterization of the 1918 Influenza Virus Polymerase Genes." Text Students preview article in small groups or pairs, using Post-it notes to indicated text characteristic emblematic of scientific writing (examples: forma tone, scientific jargon, section headers that indicate experimentation such as "results"). Teacher collects student evidence and gather into a whole-class lit (using round robin or other strategy); students copy teacher-generated list and indicate evidence found by classmates. In groups student discuss reasons why each characteristics might be used in scientific writing. Individual students write written response for submission (in journals, next to notes). <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Teacher should model Post-it strategy for students if this is unfamiliar: use a pre-marked page to keep modeling focused, and to highlight one characteristic of scientific text for students. Teacher may also want to use a think-aloud to model the scanning strategy for pre-reading, focused on structure. <p>Standard Addressed: ELA CCSS RI.9-10.4</p>
Preparing for the Task				
45 mins	BRIDGING CONVERSATION: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	K/W/L CHART What do you know/want to know/what did you learn about pandemics? (K/W/L chart)	<p>Meets:</p> <ul style="list-style-type: none"> Completed K/W/L chart containing correct information from NOVA resource. <p>Not Yet:</p> <ul style="list-style-type: none"> Incomplete chart Chart contains incorrect information 	<ul style="list-style-type: none"> Students begin by filling out K/W in pairs or groups, based on prior knowledge and interest. Teachers collects student "W" responses, generating a list of questions on the board. Students and teachers watch clip together about 1918 influenza pandemic. Link to Video Teacher returns to list, highlighting which "W" questions were answered by the clip. Students watch clip one more time, answering their own questions and completing charts. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Teacher should watch clip ahead of time and have a list of questions generated to facilitate or prompt student discussion. <p>Standards Addressed: ELA CCSS W.9-10.10; CTE HSMT 4.4</p>

45 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>SHORT RESPONSE TO PROMPT</p> <p>Read the task, rubric, and sample student essay. In your own words, write a brief explanation of what the task and rubric are asking you to do. Explain what score you believe the sample essay would receive and why.</p>	<p>Meets:</p> <ul style="list-style-type: none"> Response offers an explanation of the tasks and rubric requirements. Response answers the prompt question with a prediction and reasons why. Response assigns a score to the student sample essay and provides reasons for this score. <p>Note Yet:</p> <ul style="list-style-type: none"> Attempts but does not meet criteria for "meets". 	<ul style="list-style-type: none"> Teacher and/or student read-aloud of task and student essay; review prompt. Teacher models scoring the sample essay with the rubric (on document camera and projector) and writing in response to rubric score (think-aloud, write-aloud). Review each student's response to ensure that he/she understands the task. Have students share responses with partner to elicit/offer help, if needed. Discuss in detail: the prompt, type of writing and structure, the product, and the rubric. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Read and annotate student example aligned to rubric criteria; have notes to work from for think-aloud/write-aloud. <p>Standards Addressed: <i>ELA CCSS RI.9-10.4; CTE HSMT 9.3</i></p>
25 mins	<p>PROJECT PLANNING: Ability to plan to produce a product and work through incremental steps.</p>	<p>MODULE PLAN</p> <p>Create a personalized learning plan for this module that includes:</p> <ul style="list-style-type: none"> Questions you'd like to answer by the end of this module. Specific literacy skills you'd like to develop by the end of this module (literacy learning goal). Challenges you may face, given your current understanding of yourself as a learner. 	<p>Meets:</p> <p>Response responds to the prompt question with</p> <ul style="list-style-type: none"> Questions to answer by end of module Specific literacy learning goal or goals (at least one) Specific challenges predicted (at least one) <p>Not Yet</p> <ul style="list-style-type: none"> Attempts but does not meet criteria for "meets" 	<ul style="list-style-type: none"> Teacher provides students with mini-task prompt (on board, on paper). Students read the teaching task prompt, answering the mini-task questions at the bottom of the task description/assignment sheet. Students use a group sharing structure (give-one-get-one, tea party) to share their responses with at least three other classmates, adding their peers' answers to their own. Students complete a quick write in journal: What do you think you will learn by the end of this module? Share answer with a shoulder partner. For remaining class period, students complete their module plan (to serve as a cover page for the completed task in their portfolio). <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Prepare an organizer for group sharing and add this organizer to the bottom of the teaching task prompt/assignment description sheet. <p>Standards Addressed: <i>ELA CCSS W.9-10.5; CTE HSMT 9.3</i></p>
20 mins	<p>PROJECT PLANNING: Ability to plan to produce a product and work through incremental steps.</p>	<p>TIMELINE</p> <p>Create a common timeline in order to complete the project.</p>	<p>Meets:</p> <ul style="list-style-type: none"> Fulfills scoring criteria or classroom guides for Student Learning Plan Goals and/or Portfolio Outcomes Timeline is realistic <p>Not Yet:</p> <ul style="list-style-type: none"> Attempts but does not fulfill criteria for "meets" Timeline is unrealistic or 	<ul style="list-style-type: none"> Review scoring criteria or guidelines for Student Learning Plan Goals/Portfolio Outcomes, if necessary. Structure student creation of learning goals (organizer or selection of goals related to pathways learning outcomes). As a class, record specific due dates onto the common timeline so that all students are aware of the deadlines. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Establish a timeline for instruction and scoring. Review or establish classroom structures for student goal setting, revision/review, and process monitoring (such as Student Learning Plans or Student Portfolios) and prepare a template for goal setting and timeline.

			not present	<ul style="list-style-type: none"> Prepare a timeline template (other side of Student Learning Plan Goals organizer). <p>Standards Addressed: CCSS W.5; CTE 9.3</p>
Reading Process				
1 hr and 30 mins	<p>ACTIVE READING I: Ability to read text explicitly; to analyze texts for specific purposes; to draw evidence from a relevant source.</p>	<p>JOURNAL FREE WRITE (2) / ARTICLE ANNOTATIONS (2 ARTICLES)</p> <p>Reader's journal free write: What is the author's intent in writing this article, and how do you know?</p>	<p>Meets:</p> <ul style="list-style-type: none"> Student made at least one inference about the author's intent Student has used explicit evidence (quotation) from the text to support this inference <p>Not Yet:</p> <ul style="list-style-type: none"> Attempts to but does not yet meet the criteria for "meets" 	<ul style="list-style-type: none"> After using Philip Sharps' Science article to model on first day, and Ray Kurzweil's The New York Times article to model on the second day, teacher and students engage in the following close reading and annotation process (reader's workshop model) for paragraph one: <ul style="list-style-type: none"> READ ALOUD: read paragraph aloud once for overall meaning. In journal, create a list of 3-5 ideas or images you remember or questions you have after this first reading. READ FOR CONNECTIONS: read again for connections (text-to-self, text-to-text, text-to-world); annotate connections READ FOR STRUCTURE: circle thesis and topic sentences, underline supporting evidence READ FOR MEANING: What is the author saying (summarize)? Why did the author write this (inference)? Write responses to both in journals. Teacher models each step for students, then allows students to work as a whole group, then with partners, to practice each step with paragraph two. Students complete remaining paragraphs on their own, with teacher circulating and offering 1:1 help and prompting. Return at end to reflect on process. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Teacher should have pre-read and annotated a version of the text to facilitate the annotation and think aloud for students (done "live" in front of the room, on SMART board or using document camera). <p>Standards Addressed: ELA CCSS RI.9-10.1, RI.9-10.2; CTE HSMT 5.2, 9.3, 7.4; ETAS 3 (9-12)</p>
1 hr and 30 mins	<p>ACTIVE READING II: NOTE-TAKING & ANNOTATION: Ability to summarize a text and select/prioritize relevant evidence from the text.</p>	<p>JOURNAL FREE WRITE (2) / ARTICLE ANNOTATIONS (2 ARTICLES)</p> <p>Reader's journal free write: What information are the authors presenting in this article, and what are the questions that still remain?</p>	<p>Meets:</p> <ul style="list-style-type: none"> Student made at least one statement about the author's intent Student has made at least one statement about questions that remain Student has used explicit evidence from the text to support both 	<ul style="list-style-type: none"> Using Monica Schoch-Sparks et. article to model on first day in preparation for the Jeffrey Taubenberger article on day two, teacher and students engage in the following close reading and annotation process (reader's workshop model) specific to high-challenge scientific text (disciplinary reader's workshop): <ul style="list-style-type: none"> SKIM FOR STRUCTURE: Skim whole text for structure, predicting which sections of the text seem as though they will contain the most useful or easily accessed information (background, conclusion). Make predictions and a plan for where to start. READ FOR CONNECTIONS: Read the sections that seem to contain the most useful

			<p>statements (at least one quotation for each)</p> <p>Note Yet:</p> <ul style="list-style-type: none"> Attempts to but does not yet meet the criteria for "meets" 	<p>information (findings, discussion).</p> <ul style="list-style-type: none"> READ FOR STRUCTURE: Circle specific conclusions/findings; underline evidence presented, highlight or star questions. READ FOR MEANING: What do the authors believe they now know to be true? What questions or problems still remain? <ul style="list-style-type: none"> Teacher models each step for students, then allows students to work as a whole group, then with partners, to practice each step with paragraph two. Students complete remaining paragraphs on their own, with teacher circulating and offering 1:1 help and prompting. Return at end to reflect on process. On day two, teacher should allow student groups more independent work time with the second article, prompting student groups and visiting each group for prolonged periods of time to study comprehension and reading strategies. <p>Teacher Preparation:</p> <p>Teacher should have pre-read and annotated a version of the text to facilitate the annotation and think aloud for students. If it is a very inclusive and helpful list, teacher should place the pre-module disciplinary characteristics list in a prominent location for these workshops, and should refer to it/make connections to it often.</p> <p>Standards Addressed: <i>ELA CCSS RI.9-10.1, RI.9-10.2; CTE HSMT 5.2, 9.3, 8.4; ETAS 3 (9-12)</i></p>
45 mins	<p>ACTIVE READING III: DISCIPLINARY LITERACY: Ability to identify the stylistic characteristics of writing within the discipline (scientific editorial).</p>	<p>LIST OF CHARACTERISTICS</p> <p>List: What are the characteristics of scientific editorials?</p>	<p>Meets:</p> <ul style="list-style-type: none"> List contains at least five specific characteristics of scientific text For each characteristic, student has identified one quotation from an article as an example <p>Not Yet:</p> <ul style="list-style-type: none"> Attempts but does not yet meet the criteria for "meets" 	<ul style="list-style-type: none"> Teacher think aloud: identify one characteristic of a "scientific editorial" within the texts from the previous days' work. Teacher think aloud: identify one characteristic of a "scientific editorial" within the texts from the previous days' work. Students work in groups of three with one of the previously read editorial texts (different texts per group), to identify three characteristics (with examples from text) that allow them to classify this text as a "scientific editorial." Groups write each characteristic and example on a sentence strip or large sheet of paper and post in front of room. Groups consider posted list and make three collaborative decisions to combine, summarize, or remove posted elements. Each group shares one decision in turn, and the teacher re-arranges accordingly (moving strips, etc.). A class list of characteristics emerges. Students add any new elements on this class list to their personal lists. Returning to group work time, students find examples of the identified characteristic in their article if the element is not on their original list (so that each characteristic has an example found by the group). <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Teacher may want to generate a list of

				<p>characteristics ahead of time and/or complete the think aloud model, to support focused modeling and to ensure class generated list is complete.</p> <p>Standards Addressed: <i>ELA CCSS RI.9-10.2, RI.9-10.4, SL.9-10.1c/d</i></p>
<p><i>Not provided</i></p>	<p>ESSENTIAL VOCABULARY:</p> <p>Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</p>	<p>VOCABULARY JOURNAL</p> <p>Keep an ongoing vocabulary journal.</p>	<p>Meets:</p> <ul style="list-style-type: none"> Students have completed all sections of vocabulary organizer for each text <p>Not Yet:</p> <ul style="list-style-type: none"> Attempts but does not yet meet the criteria for "meets" 	<p>STRATEGIC VOCABULARY for each article:</p> <ul style="list-style-type: none"> Teacher models how to find "challenging" words in a text (through read aloud and think aloud). Teacher models word attack strategies "in the moment." Teacher finds a word that does not respond to word attack (for example, find the root, use context clues) and models writing the word in the reader's journal organizer, noting this as a "development" word. At the end of each class period, teacher keeps a running module word bank to capture all "development" words students have discovered in the articles. <p>SUGGESTED WORD BANK:</p> <ul style="list-style-type: none"> Genome Pathogen(ic) Transmissible Sequence (ing) Virology Virulence Strain(s) Synthesize (ing) Communicable Mutation Stigmatization Containment Infectious Disclosure Deliberate Avian Vaccine Variation <p>Teacher Preparation:</p> <ul style="list-style-type: none"> If teacher has not selected a specific vocabulary development model, one that supports both academic English development and the development of English as a second language is suggested: LINK Teacher should have a word bank created for each article ahead of time to ensure the class-generated list is complete (add words that students missed to word bank and have students add these to their vocabulary organizers). <p>Standards Addressed: <i>ELA CCSS RI.9-10.4; CTE HSMT 5.1</i></p>
<p>45 mins</p>	<p>PLANNING: Ability to organize reading notes into an outline or organizer.</p>	<p>OUTLINE</p> <p>Create an outline based on your reading notes in which you answer the prompt (state your claim), sequence your points, and list your supporting evidence (quotations and paraphrases from the texts).</p> <p><i>Additional</i></p>	<p>Meets:</p> <ul style="list-style-type: none"> Outline includes all of the following elements: <ul style="list-style-type: none"> Claim is stated Points are listed and placed into a logical sequence For every point, at least one citation is 	<ul style="list-style-type: none"> Teacher models the process used to make a claim, beginning with the teaching task/essential question and writing the answer as a claim with "because" statements. (What are the ways we might balance scientific freedom and the public's right to safety? I believe we can with "because" statements. I believe we can balance scientific freedom and the public's right to safety by not placing limits on the information that comes from research, because if balance scientific freedom and the public's right to safety by not placing limits on the information that comes from research,

		<p><i>demands:</i> Include competing arguments; Include one or more examples of current or historical connections to topic or issue.</p>	<p>included</p> <ul style="list-style-type: none"> ○ At least one competing argument is included ○ At least one historical example is outlined <p>Not Yet:</p> <ul style="list-style-type: none"> ● Outline is missing one of more elements of "meets" 	<p>because if we all have the same information, we can find solutions to any problem that arises, it is an equal playing field, and nobody can use open we all have the same information, we can find solutions to any problem that arises, it is an equal playing field, and nobody can use open information as a weapon like you can with secret information")</p> <ul style="list-style-type: none"> ● Students work in pairs to make a claim following the model. ● Teacher brings students back to model a structured outline from the claim, attaching specific textual examples to each point. ● Students continue to work in pairs to follow the model. ● After teacher checks in with student pairs and overall with class, students complete the outlines independently. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> ● Teacher should have created a claim and "because" statements that can be supported with evidence from the texts. ● Teacher may also want to model the development of counterclaims, also supporting these within the text. ● Depending on the level of challenge this task represents for students, this may be a two period process. <p>Standards Addressed: ELA CCSS RI.9-10.5, RI.9-10.10, W.9-10.1a, W.9-10.5</p>
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Transition to Writing

45 mins	<p>BRIDGING CONVERSATION:</p> <p>Ability to prepare for composing process.</p>	<p>CLAIM EXAMPLES / QUICK-WRITE CLAIM</p> <p>Write a claim that sets the stage for your composition, using the sentence structures of the "expert" editorial authors you've read.</p> <p><i>Additional demand:</i> use your own unique sentence structure</p>	<p>Meets:</p> <ul style="list-style-type: none"> ● Student has copied the claim from each "expert" text ● Student has rewritten "I believe" statement in style of each expert ● Group members have responded to each statement, indicating preference <p>Not Yet:</p> <ul style="list-style-type: none"> ● One or more "meets" criteria is missing or incomplete 	<p>SENTENCE STUDY:</p> <p>Teacher models the following process, using a three column organizer, and selecting one of the "expert" texts from previous lessons:</p> <ul style="list-style-type: none"> ● Identify and copy the claim sentence from each text into the left column of a three column organizer (or divided notebook page). ● Determine what is similar and what is different about the style of each sentence in the left column; place analysis into middle column. ● Write your own claim "in the style of" each author in the third column. ● Students work in pairs to complete the process using the other "expert" texts, and then craft their own claims using expert models. ● When complete, students switch sentences with a partner who determines which is more appealing to them as a reader, and why. ● Students may also want to write a "unique" sentence of their own structure and design, to be vetted by a partner. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> ● Teacher should predetermine models for ease
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				<p>and clarity. • For additional scaffolding, teacher may want to create a graphic organizer that lists each claim (preloaded), so students can focus on the writing portion of the mini-task (vs. the additional layer of finding claim). Students should have already found claims in previous lessons, however.</p> <p>Standards Addressed: <i>ELA CCSS RI.9-10.5, RI.9-10.8, W.9-10.1a/b, W.9-10.5, W.9-10.9, W.9-10.10, SL.9-10.1d; CTE HSMT 5.1</i></p>
45 mins	<p>BRIDGING CONVERSATION: Ability to prepare for composing process.</p>	<p>ANNOTATED EXEMPLAR / QUICK-WRITE What grade should this exemplar receive, and why do you think so?</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Student writing exemplar is scored using the rubric • Rubric has been highlighted to indicate numerical score by indicator • Student writing exemplar has been annotated to provide evidence for each indicator <p>Not Yet:</p> <ul style="list-style-type: none"> • Student writing has not been scored • Exemplar and/or rubric have not been annotated or annotations are incomplete 	<ul style="list-style-type: none"> • Teacher hands out student writing exemplar (response to teaching tasks) and the scoring rubric. • Teacher models rubric scoring for students, highlighting the correct indicator on the rubric and finding examples for each descriptor and numbering these examples in the exemplar. • Students repeat the process in groups, arguing for their scores using evidence from the exemplar. • Groups share their scoring categories and "norm" with teacher support, to determine the final score for the essay, as well as suggestions for improvements to the author. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> • Find or create a student exemplar that will "meet expectations" overall, with some variation to support students arguing for their position in groups. <p>Standards Addressed: <i>ELA CCSS RI.9-10.5, RI.9-10.8, W.9-10.1a/b, W.9-10.5, W.9-10.9, SL.9-10.1d</i></p>
Writing Process				
25 mins	<p>ESTABLISHING CLAIM: Ability to establish a claim and develop a line of thought supportive to claim.</p>	<p>QUICK-WRITE / DRAFT CLAIM Which of the claims you created yesterday do you believe is the strongest? Why do you think so?</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Claim has been selected and written in the form of a thesis statement (using "expert" model or not) • Student has written a free-write response to the prompt, reflecting on the strength of their claim <p>Not Yet:</p> <ul style="list-style-type: none"> • Attempts to but does not yet meet the criterion for "meets" 	<ul style="list-style-type: none"> • Teacher presents the following criteria to students and uses the criteria to determine which claim (written by teacher, using "expert models" in period 11) is the strongest : <ul style="list-style-type: none"> ◦ Must be an argument or proposal ◦ Must be credible and fair ◦ Must appeal to or "hook" the audience (determined by pair feedback) ◦ Must present a counter claim (*may be optional) • In writing groups, students vet their claim statements from period 11 against the criteria. • Students select a claim they will use for the essay, based on this discussion. • Student volunteers share their claims. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> • Teacher should create three sample claims to use for modeling. • Teacher may want to create writing groups for use today and throughout the rest of the writing and editing process.

				Standards Addressed: <i>ELA CCSS RI.9-10.8, W.9-10.1a/b, W.9-10.5, W.9-10.9, SL.9-10.1d</i>
25 mins	ESTABLISHING CLAIM: Ability to establish a claim and develop a line of thought supportive to claim.	REVISED OUTLINE Did your outline fit the claim you decided to develop? What did you need to change or revise?	Meets: Outline includes all of the following elements: <ul style="list-style-type: none"> • Claim meets criteria and is well-aligned to evidence • Points are listed and placed into a logical sequence • For every point, at least one citation is included • At least one competing argument is included • At least one historical example is outlined Not Yet: <ul style="list-style-type: none"> • Attempts but does not reach "meets" 	<ul style="list-style-type: none"> • Teacher models the revision process for outline created in period 10, beginning by placing the well-developed claim into the outline, then checking points, citations, competing arguments and historical examples against it. • Students work in pairs to revise and align their outlines. Teacher Preparation: <ul style="list-style-type: none"> • Teacher makes sure to have completed an outline based on criteria for period 10, in order to revise into current criteria as a demonstration model. Standards Addressed: <i>ELA CCSS RI.9-10.5, RI.9-10.10, W.9-10.1a, W.9-10.5</i>
1 hr and 30 mins	INITIAL DRAFT: Ability to construct an initial draft with an emerging line of thought and structure.	ROUGH DRAFT Using your outline, write a rough draft of your essay consisting of 5–6 paragraphs (introduction + 3–4 body paragraphs [including counterargument and/or historical evidence] + conclusion).	Meets: <ul style="list-style-type: none"> • Rough draft must be 5–6 paragraphs in length • Rough draft must contain an introduction, 3–4 body paragraphs, and a conclusion • Rough draft must contain a minimum of two references from the list of texts Not Yet: <ul style="list-style-type: none"> • Attempts but does not yet reach "meets" 	DAY ONE: <ul style="list-style-type: none"> • Teacher uses "TEST" strategies to model the construction of body paragraphs: <ul style="list-style-type: none"> ◦ Topic sentence ◦ Evidence ◦ Significance ◦ Transition • Students practice model in pairs, then transition to independent writing. • Teacher conferences with students. DAY TWO: <ul style="list-style-type: none"> • Teacher models strategies to embed evidence (including quotation, parenthetical citation, and analysis of quotation/paraphrase) into paragraphs. • Students practice model in pairs, then transition to independent writing. • Teacher conferences with students. Teacher Preparation: <ul style="list-style-type: none"> • Teacher should have some examples of correct quotation and paraphrase citations available for student writers, either on posters throughout the room or as a handout—to which students can refer during writing process. • Revision will begin on period 16, so students who

				<p>do not emerge from this period with a complete draft should complete their work as homework.</p> <ul style="list-style-type: none"> Teacher should make writer's workshop format expectations (word processed and printed, double spaced, large margins for notes, etc.) available to students by end of period. <p>Standards Addressed: <i>ELA CCSS W.9-10.1b/c/d, W.9-10.9, W.9-10.10</i></p>
45 mins	<p>REVISIONS: Ability to apply revision strategies to refine development of an argument, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>ANNOTATED ROUGH DRAFT / QUICK-WRITE</p> <p>What was the most important suggestion for feedback you received from your writing group today, and what will you change based on this feedback?</p>	<p>Meets:</p> <ul style="list-style-type: none"> Draft has been annotated using color coding Student has responded to the color coded annotations with a reflection about the helpfulness of peer support and next steps. <p>Not Yet:</p> <ul style="list-style-type: none"> Draft has not been annotated or submitted Student has not reflected, or reflection does not address the annotations 	<ul style="list-style-type: none"> Teacher models the following color coded highlights for macro-editing, using student exemplar: <ul style="list-style-type: none"> Yellow highlight for summary Pink highlight for claim and counter-claim Green highlight for evidence Blue highlight for analysis Teacher models expectations for well-structured writing and how students can make constructive suggestions to their peers based on the coding (teacher can also provide sentence stems to support conversation). There should be very little yellow; green should be "balanced" with blue." Writing groups meet to edit papers. Teacher supports groups by visiting each for a specific amount of time. Students who have not completed the draft should work to complete their drafts at another table/tables. Teacher may want to offer overall patterns and trends noticed in group sessions. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> For groups that find constructive criticism challenging or who are new to this process, teacher may want to create sentence stems with blanks to support this conversation. ("Based on the amount of summary compared to analysis in your editorial, I would suggest_____") <p>Standards Addressed: <i>ELA CCSS W.9-10.4, W.9-10.5, RI.9-10.5, RI.9-10.8; CTE HSMT 5.1</i></p>
45 mins	<p>REVISIONS: Ability to apply revision strategies to refine development of an argument, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>EDITED ROUGH DRAFT / QUICK-WRITE</p> <p>Which suggestions from your group were easy to change in your draft, and which were challenging?</p>	<p>Meets:</p> <ul style="list-style-type: none"> Student has completed a coherent rough draft <p>Not Yet:</p> <ul style="list-style-type: none"> Attempts but does not yet reach "meets" 	<ul style="list-style-type: none"> Teacher models using "peer" comments to revise a draft for overall structure, inclusion of evidence, and analysis. Students work independently, meeting with teacher for individual writer's conferences (scheduled or as needed). Teacher should end the day reviewing the expectations for tomorrow's workshop (micro-editing) including format and copies needed. <p>Teacher Preparation:</p> <ul style="list-style-type: none"> Teacher needs to create a "peer edited" draft for use in modeling. <p>Standards Addressed: <i>ELA CCSS W.9-10.4, W.9-10.5, W.9-10.10</i></p>

45 mins	EDITING: Ability to apply editing strategies and presentation applications.	EDITED ROUGH DRAFT / QUICK-WRITE What was the most important suggestion for feedback you received from your writing group today, and how will you change your draft based on these suggestions?	Meets: <ul style="list-style-type: none"> Student has received a proofread draft Student has reflected on the changes to be made based on proofreading Not Yet: <ul style="list-style-type: none"> Draft has not been proofread or submitted Student has not reflected, or reflection does not address the comments 	<ul style="list-style-type: none"> Teacher models micro-editing, using selected strategy (proofreading marks, reader response). Students work in writer's groups to proofread, with teacher support in groups. Teacher "catches" workshop near end of day to model moving from proofreading to editing. Students write reflection; if there is time, they begin to revise based on peer comments. Teacher Preparation: <ul style="list-style-type: none"> Teacher should determine a structure for micro-editing and should offer students support with this level of feedback. It can be difficult for students struggling with academic English or English as a second language to do sentence level editing of peer papers. You may want to identify a target error and have students search for this error, or you may want to offer students a "proofreading checklist," asking them to identify run-on sentences, quotations with no citations, etc. Standards Addressed: <i>ELA CCSS RI.9-10.2, W.9-10.1c/d, W.9-10.4, W.9-10.5; CTE HSMT 5.1</i>
45 mins	EDITING: Ability to apply editing strategies and presentation applications.	EDITED ROUGH DRAFT / QUICK-WRITE Which suggestions from your group were easy to change in your draft, and which were challenging?	Meets: <ul style="list-style-type: none"> Student has completed a coherent rough draft Not Yet: <ul style="list-style-type: none"> Attempts but does not yet reach "meets" 	<ul style="list-style-type: none"> Teacher models using "peer" comments to revise a draft for micro details (spelling, word choice, punctuation, citations). Students work independently, meeting with teacher for individual writer's conferences (scheduled or as-needed). Teacher should end the day reviewing the expectations final draft submission. Teacher Preparation: <ul style="list-style-type: none"> Teacher needs to create a "peer edited" draft for use in modeling. Standards Addressed: <i>ELA CCSS W.9-10.4, W.9-10.5, W.9-10.10</i>
45 mins	FINAL COMPOSITION: Ability to check final product against essential questions, module targets, and learning goals.	FREE-WRITE REFLECTION Did you meet your learning goals in this module? <ul style="list-style-type: none"> Questions you'd like to answer by the end of this module. Specific literacy skills you'd like to develop by the end of this module (literacy learning goals). Challenges you may face, given your current understanding of yourself as a learner. 	Meets: <ul style="list-style-type: none"> Student has submitted a final editorial essay Student has reflected on his/her work in the module, addressing the learning plan created in period 4 Not Yet: <ul style="list-style-type: none"> Attempts but does not yet meet criteria for "meets" 	<ul style="list-style-type: none"> Students read and reflect on their learning goals and create a reflection to be submitted with their final products. Teacher Preparation: <ul style="list-style-type: none"> Teacher may want to provide a model reflection for students who are not yet familiar with reflection or learning plans. Standards Addressed: <i>ELA CCSS W.9-10.10; CTE HSMT 9.3</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided