# SREB LDC Module Template

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| Module title: | It’s Up to Me |
| Module description: | Students will choose a problem within their community (school, local, religious, state, world), research possible solutions to the problem and then work on correcting the problem in some way. |
| Template task : | **7**. Argumentative [Insert Critical Focus Question] After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write an (essay or substitute) in which you identify a problem \_\_\_\_\_ (content) and propose a solution. Support your position with evidence from your research |
| Teaching task: | What can be done to make my community better for future generations? After researching informational texts on social entrepreneurship write an essay in which you identify a problem within your community and propose a solution. Support your position with evidence from your research. |
| Reading texts: | Required Reading/Viewings:  JFK Inaugural Address [www.youtube.com/watch?v=PEC1C4p0k3E](http://www.youtube.com/watch?v=PEC1C4p0k3E)  “Why do we read and write poetry scene” from *Dead Poets Society* <http://www.youtube.com/watch?v=aS1esgRV4Rc>  *Leaves of Grass* *#166* *O Me! O Life!* [*http://www.poetryfoundation.org/poem/182088*](http://www.poetryfoundation.org/poem/182088)  *What is* social entrepreneurship?<http://www.pbs.org/now/enterprisingideas/what-is.html>  *The Social Labs Revolution: A New Approach to Solving our Most Complex Challenges* [*http://www.ssireview.org/articles/entry/the\_social\_labs\_revolution\_a\_new\_approach\_to\_solving\_our\_most\_complex\_chall*](http://www.ssireview.org/articles/entry/the_social_labs_revolution_a_new_approach_to_solving_our_most_complex_chall)  *“*Community Service: A Family’s Guide to Getting Involved” <http://kidshealth.org/parent/positive/family/volunteer.html> |
| Grade(s)/Level: | 12 |
| Discipline: | ELA and Civics |
| Course: | English 12 CR |
| Explanatory Notes | Lesson 1 of 4—These lessons form a cohesive Senior Project |
| Author(s): | April Ramsey Boyce |
| Content Standards: | ELA.12.4, ELA.12.13, ELA.12.20, ELA.12.23, ELA.12.26, ELA.12.27, ELA.12.31 |
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| **Task Prompt#\_7\_ (select from the list of template tasks)**  **Task Prompt:**  What can be done to make my community better for future generations? After researching informational texts on social entrepreneurship write an essay in which you identify a problem within your community and propose a solution. Support your position with evidence from your research. | | | | | **\_x\_ \_ Argumentative**  **\_\_\_ Informational/Explanatory**  **\_\_\_ Narrative** |
| **Literacy/Content Skills** |  | **Day #** | **What Instruction?**  **How will you teach this skill?** | **Student Work**  **What will students do to demonstrate their learning?** | **Assessment**  **How will you assess that they have learned this skill?**  **Formative/Summative** |
| **1.Preparing for the Task**  -Task Engagement \_x\_\_  -Task Analysis \_x\_\_  -Project Planning \_x\_\_  -Content Skill \_\_\_ |  | 1  1  1  1-2  2 | TE—Teacher will have students complete the Quick Write prompt and then conduct a discussion listing the items students have identified on the board or in a document using a computer and projector.  TE2—Teacher will show students JFK’s Inaugural Address, the clip from Dead Poets Society and the Kid President clip about How to Change the World. Teacher will pause between each clip, have students complete the 5W’s and H and then write a twenty word GIST summary.  CS—Teacher will lead students in an explication of the Walt Whitman poem featured in the Dead Poets Society clip.  TA—Teacher will provide students with the critical focus question and template task. Teacher will lead students in a discussion and breaking down of the components of the task.  PP—Teacher will provide students with due dates for various phases of the project and additional class assignments. Teacher will preview the **Argumentative Writing Rubric** with students. | Students brainstorm a list of problems in your school, community, state, nation and world. (3-5 minutes). Identify a problem that resonated with you and that you feel needs attention (Student Toolkit page 3).  TE2—Students will watch the clips and write a 20 word GIST for each clip (Student Toolkit page 4). Students will form groups of four to create a group GIST.  CS—Students will read the poem *Leaves of Grass* *#166* *O Me! O Life!* and then participate in a class explication of the poem using the TPCASTT graphic organizer. Students will complete the exit slip prompt.  TA—Students will read the critical focus question and template task. Students will participate in a class discussion about the task (Student Toolkit page 5) and work on breaking down the task into individual components and  PP- Students will individually create a project planning calendar noting what they will do for each phase of the project, the teacher provided due dates and additional class assignments (Student Toolkit page 6), and preview the **Argumentative Writing Rubric**. | Teacher will formatively assess students’ list by conducting a class discussion of the various problems students identified and allowing students to determine (individually or in groups) what problem they would like to research and solve.  Teacher will formatively assess students’ [**GIST**](http://fcit.usf.edu/FCAT8R/home/references/additional-reading-strategies/gist-strategy.html) by sharing of group GISTs.  Teacher will formatively assess students by having them write a one sentence explanation of the importance of participation in life on an exit slip.  Teacher will formatively assess students’ understanding of the task through class discussion.  PP—Teacher will formatively assess students’ project planning by meeting and reviewing each students’ **Project Planning Form**. |
| **2.Reading Process**  - Active Reading\_x\_\_  - Essential Vocabulary\_\_  **-** Note-taking\_x\_  -Organizing \_\_\_\_  -Academic Integrity \_\_x\_\_  -Content Skill \_x\_\_ |  | 2  2  3  3  4-6 | EV—Teacher will have students pair and determine a definition of the term “social entrepreneurship” using the Frayer model. Teacher will facilitate a discussion of the definition and then provide students with a copy of The New Heroes article “What is Social Entrepreneurship”. Teacher will redirect students to their definition and have them add information to their definition.  AR—Teacher will have students read the articles “Community Service: A Family’s Guide to Getting Involved” and lead a discussion of the highlights in the article and why community service is necessary for a strong community using the “What Makes You Say That?” Making Thinking Visible routine.  AI-- Teacher will provide a mini-lesson in MLA for students who are unfamiliar with how to correctly cite sources (parenthetically and at the end of the paper) using the MLA model.  CS—Teacher will provide a mini-lesson on how to check the validity of a resource using. Information to create the mini lesson is located on pages \_\_\_\_\_\_\_ of the Teacher Toolkit.  CS--Teacher will monitor students as they begin the research phase of the project. | EV—Students will pair and determine a definition of the term “social entrepreneurship” using the Frayer model. Students will participate in a discussion of the definition and then read The New Heroes article “What is Social Entrepreneurship”. Students will add information to their definition.  AR—Students will read the articles “Community Service: A Family’s Guide to Getting Involved” and participate in a discussion of the highlights in the article and why community service is necessary for a strong community. Students will complete the “What Makes You Say That?” Making Thinking Visible routine.  AI-- Students will take notes on page 12 of the Student Toolkit and be able to accurately use the MLA format to cite the sources in their paper.  CS—Students will take notes during the mini lesson on page \_\_\_ of the Student Toolkit and complete the “**Is my resource valid?” chart (**page \_\_\_) for each resource they use in their article.  CS—Students will choose a problem within their community and research possible solutions to the problem they have identified | EV—Teacher will formatively assess students’ understanding of the term social entrepreneurship through class discussion and overview of their Frayer model.  AR—Teacher will formatively assess students’ using the Making Thinking Visible Routine [**“What Makes you Say That?”**](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html)  Teacher summatively assesses students’ ability to correctly cite sources in the MLA format using the line item on the **Argumentative Writing Rubric**.  Teacher will formatively assess students’ chosen resources by looking over their completed “**Is my resource valid?” chart**.  Teacher summatively assesses students’ references and notes using the **Argumentative Writing Rubric** line item numbers 11-14. |
| **3. Transition to Writing**  **-** Bridging \_x\_\_  - Organizing Thinking  - Understanding the reading X\_\_  -Content Skill \_\_\_ |  | 7  7-8 | B-Teacher will have students complete the Problem and Solution sections of the **Problem/Solution/Results** sheet.  U—Teacher will have students take the solutions they identified on the **Problem/Solution/Results** sheet, examine why these solutions will or will not work in their community, and then identify which solution they will use to form the basis of their community service project, | B-Students will complete the Problem and Solution sections of the **Problem/Solution/ Results** sheet.  U—Students will identify the solutions for their problem, evaluate their worthiness and determine which solution will form the backbone for their community service project. | Teacher will formatively assess the **Problem/Solution/Results** sheet through observation of student completion.  Teacher will formatively assess students’ through individual and/or group conferences. |
| **4. Writing Process**  -Prewriting \_\_x\_\_  -Drafting \_\_x\_\_  -Revising \_\_x\_\_  -Editing\_x  -Content Skill \_\_\_ |  | 8  8  8-10  11-12  13-14 | PW--Teacher will review the prompt with students and review the components of the **Argumentative Writing Rubric**. Mini-lesson (if needed) thesis statement development  PW2—Teacher provides a mini lesson on using a digital graphic organizer to outline a problem/solution paper and models completion.  D-- Teacher will monitor students as they prepare their rough draft.  R—Peer Review—Taking into account the strengths of the writers in the room, teacher divides students into groups of three.  E—Teacher reviews the **Argumentative Writing Rubric** with students. | PW—Students review the writing prompt and think about the solution they determined would be the most beneficial for their community. From here, students should develop a specific thesis statement.  PW2—Students will use the presented digital graphic organizer to create an outline for their problem/solution paper.  D--Students will draft their paper using the graphic organizer, **Problem/Solution/ Results** sheet, and any additional resources they have available.  R-- Students need to come prepared with two or three copies of their draft to share with their review group. Using the peer review sheet, students will read and comment on the writing of each member of their group.  E—Students, utilizing feedback from the Peer Review, make edits and changes to their paper. | Teacher will formatively assess the thesis statements using the **Thesis Checklist.**  Teacher will formatively assess students’ progress by conferencing with students and looking over their completed graphic organizer  Teacher will formatively assess the rough draft using the Rough Draft checklist.  Teacher formatively assesses students by looking over their answers to the **Peer Review: Problem/Solution sheet** (Student Toolkit page 13).  Teacher summatively assesses the students’ papers using the **Argumentative Writing Rubric**. |