

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, Date April 1, 2012
Amy Leach**

<i>Integrated Writing</i>	
Course Essential Questions (from Phase I report):	
<ul style="list-style-type: none"> • What makes an effective persuasive argument? • What are the essential elements in a persuasive paper 	
Phase II Curriculum	
Unit: Elements of a Persuasive Argument (1 ½ Weeks)	
Essential Questions: <ul style="list-style-type: none"> • What are the elements of a persuasive argument? • How do we use the elements in a persuasive argument to persuade an audience? 	Essential Understanding: <ul style="list-style-type: none"> • The elements of a persuasive argument include position, attention-getting strategies, supports, counter-arguments, and rebuttals. • The elements of a persuasive argument use logical reasoning to persuade an audience.
Curriculum Standards	
Writing Standards: 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.	
Speaking and Listening Standards: SL.9-10.4. Present information, finding, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
Knowledge/Content	Skills/Processes
Students will know about.... <ul style="list-style-type: none"> • The elements of a persuasive argument and how to use them within a paper • Persuasive writing techniques used in advertisements, propaganda, etc. 	Students will be able to..... <ul style="list-style-type: none"> • Use the elements of an argument to advertise a new product to the class • Create a persuasive brochure and/or poster and present them to the class
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit: Writing Persuasive Essays (3 Weeks)

Essential Questions:

- What is the most effective way to write a persuasive essay?
- Why is it important to pre-write, write rough drafts, revise and edit writing?

Essential Understanding:

- Persuasive essays need to include a clear position, logical support and a refutation to the opposing arguments in an organized manner to be effective.
- Pre-writing, rough drafts, revision and editing help writers develop well thought out and organized papers.

Curriculum Standards

Reading Standards for Informational Text

RI.9-10.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.

Writing Standards:

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.9-10.10. Write routinely for a range of tasks, purposes, and audiences.

Language Standards

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Knowledge/Content

Students will know about....

- How an outline can help organize a paper
- The essential elements of a persuasive paper (position, attention-getting strategies, supports, counter-arguments, and rebuttals)
- How to use a rubric to evaluate writing

Skills/Processes

Students will be able to.....

- Use multiple (at least three) graphic organizers to plan and organize a paper and choose which type works best for them
- Write several (at least four, two of which must be full-process) effective and organized persuasive essays
- Write counter-arguments and rebuttals
- Evaluate classmates counter-arguments and rebuttals to find holes within their thinking
- Evaluate, revise and edit writing based on an ACT rubric

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Research Essay (1 ½ Weeks)	
Essential Questions: <ul style="list-style-type: none"> • How can I effectively use research to help support my persuasive essay? • Why is it important to evaluate the validity of facts? 	Essential Understanding: <ul style="list-style-type: none"> • Research gives statistics and data that will help to support opinions in a persuasive essay. • In order to form an opinion about current issues, one must determine the validity of the text.
Curriculum Standards	
Reading Standards for Informational Text 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.9-10.8. 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.	
Writing Standards: 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.9-10.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.10. Write routinely for a range of tasks, purposes, and audiences.	
Language Standards L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Effective research strategies (checking reliability of source, searching skills, etc.) • Note-taking strategies (graphic organizers, not verbatim, etc.) 	<ul style="list-style-type: none"> • Research and write a full-process persuasive essay about a current controversial issue using statistics and data to support their opinion
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	