**Unit:** Research Essay

**Grade:** 10

**The following outcomes are addressed on a daily basis through SSR, discussion of quick writes, articles of the week, literature study, teacher-student conferencing and active listening during mini-lessons, so they will not be listed in the chart:**

* 1. examine the ideas of others in discussion and presentation to clarify and extend their own understanding.

1.5 listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas

3.1 demonstrate active listening and respect for the needs, rights, and feelings of others—analyse the positions of others

4.1 Read from a wide variety of print texts, which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing

4.2 View a wide variety of media and visual texts, such as broadcast journalism, film, TV, advertising, CR-ROM, Internet, and music videos

**\*Continuation of Article of the Week, which covers GCO 4, GCO 6, and GCO 7.**

**\*Assessment of SCOs 1.1, 1.5, and 3.1 is done twice a semester using a speaking and listening rubric.**

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| **Lessons** | **Modifications**  | **Assessment** | **Speaking and Listening Outcomes** | **Reading and Viewing Outcomes** | **Writing and Representing Outcomes**  |
| **SSR**-Unit Outline**Mini-Lesson:** What is a research essay? | Modified essay expectations on handout. |  |  |  |  |
| **SSR:** reread“TV Poker’s a Joker” and “A Senseless Death in Our Age of Anger”**Writer’s Craft:** looking at mentor texts in groups (one trait per group). Groups share what they found with the class. |   | *Formative:* -checklists for group participation-assess comprehension of essay traits during discussions and presentations | **1.1** examine the ideas of others in discussion and presentation to clarify and extend their own understanding.**1.5** listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas**2.1** participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech**2.2** recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener, use this awareness to adapt the message, language and delivery to the context**3.1** demonstrate active listening and respect for the needs, rights, and feelings of others—analyse the positions of others | **4.1** Read from a wide variety of print texts, which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing**4.3** Seek meaning in reading, using a variety of strategies, such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesis, and evaluating**4.5** Demonstrate an understanding of the impact of literacy devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text**7.1** examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect. |  |
| **SSR****QW:** Good Ideas/Bad Ideas**Mini-Lesson:** What’s in a Research Essay? –student notes and mentor texts (student examples)**Assignment:** Reading like a writer- former student essays | Students will examine one essay for two or three out of the four categories:1. organizational strategies2. evidence to support3. persuasive strategies4. things you don't understand | Reading Like a Writer Assignment: former student essays (close reading, examining for writer’s craft) |  | **4.5** Demonstrate an understanding of the impact of literacy devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text**7.1** examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect.**6.2** respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending |  |
| **SSR****Mini-Lesson:** Choosing a topic- Headline search | -Students can use the internet, magazines or newspapers.  | Students will complete most of the headline search handout (informal assessment- make sure each student has enough topics to choose from) |  | **4.2**View a wide variety of media and visual texts, such as broadcast journalism, film, TV, advertising, CR-ROM, Internet, and music videos**5.1**Research, in systematic ways, specific information from a variety of sources |  |
| **SSR** **QW:** “Kids *are* Trying this at Home” –Rick Reilly**Mini-Lesson:** using the headline search to choose a topic |  |  *Formative:* Exit pass- students will pass in their topic and rationale at the end of class  |  |  **5.1** Research, in systematic ways, specific information from a variety of sources-select appropriate information to meet the requirements of a learning task-analyse and evaluate the chosen information-integrate the chosen information in a way that effectively meets the requirements of a learning task and/or solves personally defined problems |  |
|  **SSR****QW:** China’s Web Junkies**Mini-Lesson/Workshop:** Strong vs. Weak Essays | -Essays read aloud | -informal observation of partner discussion-claim organizers passed in (assess comprehension of essay argument structure) | **1.1** examine the ideas of others in discussion and presentation to clarify and extend their own understanding.**1.5** listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas**2.1** participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech**2.2** recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener, use this awareness to adapt the message, language and delivery to the context**3.1** demonstrate active listening and respect for the needs, rights, and feelings of others—analyse the positions of others | **4.5** Demonstrate an understanding of the impact of literacy devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text**7.1** examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect.**6.2** respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending |  |
| **SSR****QW:** **Mini-Lesson:** Collecting Information -A Leg to Stand On-EBSCO, the Internet, and note-taking*(two or three days in the lab for research)* |  | *Formative:* Question class: comprehension of information collecting techniques and proper support for an essay. | **4.2** View a wide variety of media and visual texts, such as broadcast journalism, film, TV, advertising, CR-ROM, Internet, and music videos |  | **5.1** Research, in systematic ways, specific information from a variety of sources-select appropriate information to meet the requirements of a learning task-analyse and evaluate the chosen information-integrate the chosen information in a way that effectively meets the requirements of a learning task and/or solves personally defined problems |
| **SSR****QW:** “Dear Mr. President”**Mini-Lesson:** Writing a thesis statement-using the position/support web | -Basic thesis statement with three main arguments will be written | -Students will pass in their completed position/support web |  | 6.1 articulate personal responses to texts by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence | **8.2** Use note-making, illustrations, and other ways of representing to reconstruct knowledge **9.2** Create an organizing structure appropriate to the purpose, audience, and context of texts-select appropriate form, style, and contents for specific audiences and purposes-use a range of appropriate strategies to engage the reader/viewer |
| **SSR****QW:** **Mini-Lesson:** Outlining | -Basic outline (at least two sub-categories for each argument) | -Students will pass in their completed essay outline | **5.1** Research, in systematic ways, specific information from a variety of sources-select appropriate information to meet the requirements of a learning task-analyse and evaluate the chosen information-integrate the chosen information in a way that effectively meets the requirements of a learning task and/or solves personally defined problems |  | **8.2** Use note-making, illustrations, and other ways of representing to reconstruct knowledge **9.2** Create an organizing structure appropriate to the purpose, audience, and context of texts-select appropriate form, style, and contents for specific audiences and purposes-use a range of appropriate strategies to engage the reader/viewer |
| **SSR****QW:****Mini-Lesson:** paraphrasing and quotation integration | Modified handout on paraphrasing and quotation integration | *Formative*Exit pass:1. What are two things you learned about how to paraphrase?2. Why is paraphrasing beneficial for your writing? |  |  |  |
| **SSR****QW:** Internet piracy**Mini-Lesson:** 1. Introducing/following-up quotations2. Effective and ineffective introductions | Modified handout on quotations  | Students will pass in their quotation handouts. |  | **7.1** examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect.**6.2** respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending | **10.5** Use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g. graphs, illustrations, tables)**10.4** Demonstrate a commitment to crafting pieces of writing and other representations |
| **SSR****QW: “****Mini-Lesson:** 1. Capturing the counterpoint2. Writing the body |  |  |  |  | **10.1** Demonstrate awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose**10.4** Demonstrate a commitment to crafting pieces of writing and other representations |
| **SSR****Mini-Lesson:** transition words**Workshop:** continue drafting the body |  | Formative: assess students’ body paragraphs during conferences and give feedback. |  |  | **10.1** Demonstrate awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose**10.4** Demonstrate a commitment to crafting pieces of writing and other representations |
| **SSR****Mini-Lesson:** 1. Writing a conclusion2.avoiding slang and clichés**Workshop:** continue drafting the body (body must be finished for tomorrow) |  | *Formative:* assess students’ body paragraphs, introductions and conclusions during conferences and give feedback. |  |  | **10.1** Demonstrate awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose**10.4** Demonstrate a commitment to crafting pieces of writing and other representations |
| **SSR****Mini-Lesson:** completing a Works Cited page**Workshop:** drafting the Works Cited page | Modified handout on Works Cited pages. | Students will pass in completed Works Cited pages. |  |  | **10.4** Demonstrate a commitment to crafting pieces of writing and other representations |
| **SSR****Mini-Lesson:** 1. Dos and don’ts of final essay drafts2. Writing a title |  | *Formative:* assess students’ body paragraphs, introductions and conclusions during conferences and give feedback. |  |  | **10.4** Demonstrate a commitment to crafting pieces of writing and other representations**10.2** Consistently use the conventions of written language in final products |
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| **SSR****Mini-Lesson:** Revising and Editing  |  | Informal observation and conferencing during self and peer editing. |  |  | **10.2** Consistently use the conventions of written language in final products |
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