

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 11 **Unit Name:** Research

Quality Core Objectives:

| Unit 6 Research | |
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| A.1. Reading Across the Curriculum | <ul style="list-style-type: none"> a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms) b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task) |
| A.8. Words and Their History | <ul style="list-style-type: none"> g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language |
| B.1. Writing Process | <ul style="list-style-type: none"> a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade) c. Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product |
| B.2. Modes of Writing for Different Purposes and Audiences | <ul style="list-style-type: none"> b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples e. Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task |
| B.3. Organization, Unity, and Coherence | <ul style="list-style-type: none"> a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing b. Organize writing to create a coherent whole with effective, fully developed paragraphs similar ideas grouped together for unity and paragraphs arranged in a logical sequence e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing |
| B.4. Sentence-Level | <ul style="list-style-type: none"> b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect |

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| | Constructions | d. Evaluate own sentence style by identifying common sentence patterns and constructions |
| | | f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose |
| B.5. | Conventions of Usage | a. Correctly spell commonly misspelled/confused words |
| | | b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity |
| | | c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb |
| | | d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference) |
| | | e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified |
| B.6. | Conventions of Punctuation | a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways) |
| | | b. Use punctuation correctly within sentences and words |
| | | c. Demonstrate correct use of capitalization |
| C. | Research | a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources |
| | | b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation |
| | | c. Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective |
| | | d. Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes |
| | | e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism) |
| | | f. Compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines |
| D.2. | Application | a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources |
| | | b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression) |
| | | c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes |
| | | d. Write and deliver informational speeches that present a clear, and distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources |

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| f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings |
| g. Actively participate in small-group and large-group discussions, assuming various roles |

Purpose of the Unit:

The unit will teach students skills of synthesis, research, citation, and formatting as well as reinforcing composition and writing skills.

Prerequisites:

Rhetorical devices and composition skills of coordination, Ethos/Pathos/Logo, shift, syntax, extended metaphor, repetition, allusion, juxtaposition, thesis construction, evidence analysis, commentary, conclusion attributes. Also, analysis and argumentation constructed response.

Daily Lesson Guide

| Day | Lesson Content and Daily Focus Questions | Tasks/Procedures | | Engagement | Assessment and/or Accommodations |
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| | | Knowledge and Comprehension Activities | Critical Thinking (High Yield / Literacy /LTF/etc.) | | |
| 1 | Dee Snyder Testimony Evaluate taped congressional testimony concerning censorship of music Analyze written transcript of a taped congressional testimony concerning censorship of music | Bell Ringer: Vocabulary/ACT-like | Review Lecture/Guided Practice | <ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety | Formative Assessment: Rhetorical Triangle |
| 2 | Gore/PRMC Classify evidence to create a synthesis argument. Compose commentary relevant to evidentiary support. | Bell Ringer: Vocabulary/ACT-like | Annotation | <ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual | Formative Assessment: Evidence Commentary |

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| 3 | Stephen King Article Examine a qualified argument for its support and commentary. Generate a thesis that incorporates argument with support. | Bell Ringer: Vocabulary/ACT-like | Guided Discussion | <ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/intellectual safety | Formative Assessment: Thesis Statement |
| 4 | Analyzing the Synthesis Question Inspect sources for evidence to support a synthesized argument. | Bell Ringer: Vocabulary/ACT-like | Guided Practice, Annotation | <ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/intellectual safety | Formative Assessment: Annotations |
| 5 | Answering the Synthesis Question Develop a well constructed outline of a synthesized argument. | Bell Ringer: Vocabulary/ACT-like | Guided Practice, Essay Organizer | <ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/intellectual safety | Formative Assessment: Essay Organizer |
| 6 | Sources Talk Panel Discussion Formulate/simulate a panel discussion using sources in a talk show format. | Bell Ringer: Vocabulary/ACT-like | Panel Discussion | <ul style="list-style-type: none"> • Personal response • Emotional/intellectual safety • Learning with others • Novel | Formative Assessment: Participation –Quality of Questions/Answers |
| 7 | Research in Computer Lab Gather key sources to support an argument. | | Collaborative Summarizing/Synthesizing, Responsible Technology | <ul style="list-style-type: none"> • Personal response • Emotional/intellectual safety • Clear modeled expectations | Formative Assessment: Synthesis Project Draft |

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| | | | | <ul style="list-style-type: none"> • Sense of audience | |
| 8 | Research in Computer Lab Gather key sources to support an argument. | | Collaborative Summarizing/Synthesizing, Responsible Technology | <ul style="list-style-type: none"> • Personal response • Emotional/intellectual safety • Clear modeled expectations • Sense of audience | Formative Assessment: Synthesis Project Draft |
| 9 | Construct Sample Paper Compose a well-written synthesis essay using evidentiary support from research. | | Independent Practice | <ul style="list-style-type: none"> • Personal response • Emotional/intellectual safety • Clear modeled expectations • Sense of audience | Formative Assessment: Sample Paper (Essay) |
| 10 | Compile Project/Project Due Compose a well-written synthesis essay using evidentiary support from research. | | Independent Practice | <ul style="list-style-type: none"> • Personal response • Emotional/intellectual safety • Clear modeled expectations • Sense of audience | Summative Assessment: Synthesis Research Project |