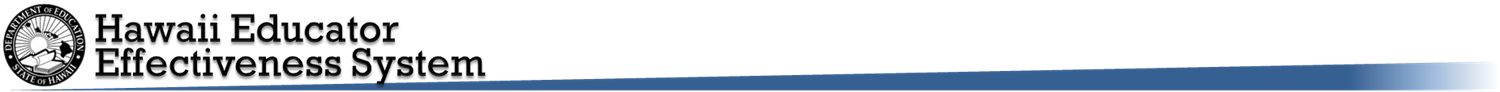
****

**STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Name:** | | **School: High School** | | **Complex:** | |
| **Grade: 11** | **Content Area: English Language Arts** | | ***Course Name: American Lit./Expository Writing*** | | ***Period:*** |

|  |
| --- |
| **Student Population:** |
| Total Number of Students \_\_15\_\_ Males \_\_8\_\_ Females\_7\_\_\_\_ SPED Inclusion \_\_1\_\_ SPED Pullout \_\_\_\_\_ ELL \_1\_\_\_  GT \_\_\_\_\_ Other Groups \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  Additional Information: |

Interval of instruction necessary to address goal: \_X\_ yearlong \_\_\_ semester \_\_\_ other (for quarter, track or trimester courses only)

|  |  |
| --- | --- |
| **SLO Components** | **For a complete description of SLO components and guiding questions, use the “Student Learning Objective Technical Guidance and Planning Document” supplement.** |
| **Learning Goal**  *What are the most important knowledge/skills I want my students to know and be able to do?* | **Learning Goal Statement:**  Students will analyze and produce effective argumentative writing in which the development, organization, and style, *particularly the use of rhetorical devices and satirical techniques*, are appropriate to task, purpose and audience by applying the listed standards.  **Aligned Standards/Benchmarks:**  CCSS.ELA-LITERACY.11-12.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  1a. Introduce precise, knowledgeable claim(s), establish the significance of the claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  1c. Use words, phrases, and classes as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  1e. Provide a concluding statement or section that follows from and supports the argument presented.  CCSS.ELA-LITERACY.11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  CCSS.ELA-LITERACY.11-12.L.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. L.3a. Vary syntax for effect, consulting references for guidance as needed (e.g., Tufte’s *Artful Sentences)*; apply an understanding of syntax to the study of complex texts when reading.  CCSS.ELA-LITERACY.11-12. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively. SL.1b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.  **Rationale:**  The ability to analyze and produce writing for a variety of audiences and purposes is fundamental to College and Career Readiness. Essential to that ability is the writer’s knowledge of when and how syntax is used to achieve the intended purpose. *Outstanding Field Complex Area* has agreed to a complex wide academic goal to improve student Opinion/Argument writing in all grades K-12. Consistent training, prompts and scoring of student work using the Core programs will be integral to meeting the goal.  **Depth of Knowledge level (circle one):** 1 2 3 4 |
| **Assessments**  *How will I know if my students have met the learning goal?* | **Assessment Plan:**  Through completion of indicated Embedded Assessments (EAs) in Springboard Level 6 (Grade 11) students will demonstrate proficiency of the Learning Goal. Assessments will be scored using the traits of Ideas and Use of Language, as described by Springboard’s Scoring Guides. (Refer to Springboard Online or Teacher/Student Editions)  The following ***Embedded Assessments will be used as Summative Assessments*** for this Learning Goal:  Unit 2: EA 2: Writing and Presenting a Persuasive Speech Relevant Unit Goals   * To analyze an argument * To define and apply the appeals and devices of rhetoric * To analyze, write and present a persuasive speech   Unit 3: EA 1: Creating an Op-Ed News Project EA 2: Writing a Satirical Piece  Relevant Unit Goals   * To analyze and create editorial and opinion pieces * To identify and analyze fallacious reasoning in a text * To analyze how writers use logic, evidence, and rhetoric to advance  opinions * To define and apply the appeals and devices of rhetoric   (If time permits Unit 4: EA 1: Writing a Personal Essay (assessing use of stylistic techniques)  Relevant Unit Goals   * To analyze and evaluate the structural and stylistic features of texts * To compose a personal essay that employs stylistic techniques)   **Formative assessment** will occur as students complete activities and writing prompts designed to scaffold skills and knowledge towards achievement of the EAs through daily observations of student work and participation with regards to provided checklist (See attached Unit Activity Checklist) and rubrics (as found on Springboard website or teacher’s manual). Weekly summaries of formative assessments will be further used to guide instruction. Quarterly assessments will be used to further adjust instruction as needed.  To determine student proficiency of the Learning Goal, the effective use of rhetoric to achieve a persuasive purpose as exhibited in *Embedded Assessments 1 & 2 in Unit 3 will be given the heaviest weight*. Student scores on the appropriate Embedded Assessments will be proficient (or higher) on a majority of the relevant descriptors in each of the two criteria (Ideas and Use of Language) on the Springboard Scoring Guides. (E.g., Unit 2: EA 1 Scoring Guide: Ideas: “presents a plausible argument and effectively uses rhetorical appeals.”).  Students exceeding proficiency will demonstrate exceptional use of rhetorical strategies to achieve an intended purpose, as indicated by most of the criteria in the exemplary level.  Students Developing Proficiency will demonstrate weak or ineffective understanding or use rhetorical strategies in any of the EAs.  Well Below Students will not demonstrate the ability to use rhetoric to craft a persuasive appeal.  Consideration of unit checklist proficiency scoring of Unit Activity Checklists and an overall summary of student work will also be considered in determining proficiency. Team scoring or assessment of student work will depend upon a school’s data team cycle. |
| **Expected Targets**  *What are my learning expectations for each student?* | **This section will be recorded in the record sheet.** |
| **Instructional Strategies**  *What strategies will I use to help all students meet the target?* | **Instructional strategies for various readiness level and content:**  **All Students:**Unpacking Embedded Assessments and Scoring Guides with students so they understand the learning targets, the criteria for scoring and the purpose of each classroom activity. Discussion Groups with Accountable Talk: engaging in interactive, small group discussions about topics, texts and questions, with accountability to the learning community, to accurate knowledge and to rigorous thinking. SOAPStone: Analysis of diction, imagery, tone, theme and structure – to determine author’s purpose, effect and evidence of bias Diffusing: reread to determine meaning of vocabulary Language and Writer’s Craft: grammar support in context – syntax, rhetoric, synthesizing information to writing a thesis, diction Writing process, including developing and strengthening writing throughout  **Below & Approaching Students:**Writing Workshops as appropriate for the Unit (e.g., WW1 and 3 for Unit 1) may be used for more practice or considered as alternative assignments, especially for Unit 3 Embedded Assessment 2 (Writing a Satirical Piece) Small group instruction using guided reading, chunking, marking the text Collaborative writing groups; outlining Strategic vocabulary development using vocabulary notebooks, word walls and QHT. |

Unit Activity Checklist

**Unit 2: Activity 2.14**: (2.12-2.14 – 5 class periods recommended) Targets:

* analyzing the purpose of a speech and the rhetorical techniques use to achieve that purpose;
* research historical context to have a foundation for understanding social commentary

**Unit 2: Activity 2.20, 2.21, 2.22** (4 class periods) Targets:

* analyze the rhetorical content of a seminal United States document
* adapt speech for a particular context and task
* analyze the structure of an argument text
* organize and write an argumentative speech
* analyze the use of rhetorical appeals while generating an argument
* incorporate rhetorical appeals while generating an argument
* analyze the use of syntax in a historical document
* intentionally craft sentences for persuasive effect  **Unit 3: Activity 3.10, 3.12** (2-4 class periods with possible homework) Targets:
* compare and contrast the persuasive elements of two editorials
* craft an editorial, carefully considering audience and context