Grade Level	6	**Content Area**	English Language Arts – Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The students have written opinion pieces before on topics or texts, while supporting points of view with reasons and information. The students have introduced topics or text clearly, stated an opinion, and created an organizational structure in which ideas are logically grouped to support the writer's purpose. The students have provided logically ordered reasons that are supported by facts and details. The students have linked opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). The students have provided a concluding statement or section related to the opinion presented. The students have a general understanding of the current national and international issues facing the U.S. with regard to North Korea.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This lesson aligns with our program of instruction by recognizing our shift in reading and writing. We are including more informational text including an emphasis on critical reading of primary sources, not only in English Language Arts, but also in science, social studies, and technology.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**6.W.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.		
Materials/Resources Needed	School or personal computer, Student web access to: HM Current Events and Time For Kids, Student web access to: Persuasion Map, Military/Diplomatic strategies activity manipulative, Smart Board		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The students will:
1	**Introduction** Access prior knowledge with a whole-class discussion of the current situation facing the international community and the U.S. with regard to North Korea. **Instruction** Pair students. Read article from link, HM Current Events, to the class and discuss. Discuss vocabulary words: Negotiation, mediation, treaty, military force, sanctions, internationalism, and isolationism. Ask the question, "What do N. Korea's actions mean to the U.S.?" and have students consider the question using a Think-Pair-Share strategy. Ask students to read the article from the link, Time For Kids. Discuss the article and answer any questions. Have students take out their activity manipulative and explain the two sides: Diplomatic Strategy and Military Strategy. Explain to the students what each strategy means and the possible results. Explain to the students that each of them serves as an advisor to the President of the United States. You will ask a question and they will have time to consider which strategy they would recommend. They must seriously consider their response.	**Warm-up** Free-write in their journal for 5 minutes. Discuss the article with their partner and make notes in their notebook. Review the vocabulary words with their partner and write the words and definitions in their notebook. Share their understanding of the article with their partner using a Think-Pair-Share strategy. Record their thoughts in their notebook. With their partner access the website at, Time For Kids, and read the article.

	Pose this question: Which strategy should the U.S. use in light of the situation explained in this article? **Interaction** Meet with each student to monitor their research and check their understanding of the issue/topic being explored.	Hold up the manipulative reflecting their decision: Diplomatic Strategy or Military Strategy. Write their strategy in their notebook. Brainstorm three clear and specific details from the two website articles which support their decision. Conduct additional research on this current issue, searching for and analyzing information which supports their three ideas.
2	**Introduction** Access prior knowledge with a whole-class discussion regarding, "Writing in 3's". **Instruction** Explain to students they will take their ideas and type them into an online essay organizer called, Persuasion Map. Follow the prompts to complete the organizer. Once through the process they will print their work and use it to help them with their final essay. **Interaction** Review student work as they add information to the Persuasion Map.	**Warm-up** Free-write in their journal for 5 minutes. List ideas from the discussion in their notebook. Open their notebook to the notes they took from Lesson 1. Access the website, Persuasion Map use it assist with the organization of their essay. They will print their work once completed.

Summative Assessment

Explain to students they will write a five-paragraph essay which analyzes their position on the international issue we discussed in class, the two articles discussed in class, as well as their additional research. Their essay must meet the following criteria:

You must introduce claim(s) and organize their reasons and evidence clearly.
You must support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic.
You must use words, phrases, and clauses to clarify the relationships among claim(s) and reasons while maintaining a formal style.
You must provide a concluding paragraph that follows from the argument presented.

The following rubric will be used to score the summative assessment. Each of the criteria is of equal weight and scored 1-4 for a total of 16. The highest possible score is 16. Mastery will be set at 80% (13/16) or higher.

	Expert 4 pts	Practitioner 3 pts	Apprentice 2 pts	Novice 1 pts
Arguments	The student bases all their arguments on facts they have researched. The facts are reliable and are used to back up the argument that the student has made. Also presents strong opinion.	The student bases all their arguments on facts they have researched. The facts are reliable and are used to back up the argument that the student has made.	The student uses some facts to support the argument, but they are not used the entire time. The facts are disputed and may not be accurate.	The student lists reasons but does not back up with facts or other support.
Organization	The student has introduced the arguments, provided detailed examples, and included a strong relevant conclusion	The student has introduced the arguments and provided detailed examples.	The student did not properly introduce or conclude the argument	The student does not have a clear argument.
Introduction Paragraph	The student introduces the three claim(s) and organizes them with clear evidence.	The student introduces the three claims but they were poorly organized.	The student provided a vague idea of their claims with little organization.	The student did not introduce their claims nor was the paragraph organized.
Conclusion Paragraph	The student restated the main ideas of their essay, called for action or change, and brought their paper to a natural close.	The student restated the main ideas of their essay and brought their paper to a natural close.	The student used the main idea to end the paper, but did not restate the ideas.	The student did not use the main idea to bring their paper to a close.