

THE LITERACY DESIGN COLLABORATIVE
ARGUMENTATION MODULE

Comparing Economic Systems

Kathy Thiebes
Centennial High School



Information Sheet

Module Title: Comparing Economic Systems

Module Description (overview):

Every society operates with a mixed economic system, combining the influences of market and command models in order to form a functioning economy and government. Individual countries have unique combinations of the market and command influences depending on how countries prioritize different economic goals. Students will learn the characteristics of the market and command systems and evaluate the benefits and consequences of each system.

Template Task (include number, type, level)	Teaching Task
Task 2 SS Argumentative/Analysis L2	What combination of market and command systems do you believe creates an ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views.

Grade(s)/Level: 10/11

Discipline: Social Studies

Course: Economics

Author(s): Kathy Thiebes

Contact information:

Kathy Thiebes
Social Studies Teacher
Centennial High School – Gresham, OR
School Email: Kathy_thiebes@centennial.k12.or.us
Personal Email: kthiebes@gmail.com
Phone #: 503-367-9494

Section I: What Task?

What task sets clear, measurable goals for learning?

- A. Template task (include number, type, level):** Insert the Argumentation template task you selected exactly as it is worded.

[Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and supports your position with evidence from _____. L2 Be sure to acknowledge competing views.

- B. Standards:** The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all Argumentation tasks.

Number	CCR Anchor Standards for Reading (Argumentation)
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing (Argumentation)
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Content Standards: Insert appropriate content standards as defined by your state/district.

Number	Content Standard(s)
SS.HS.EC.02.01	Compare and contrast the allocation of goods and services in market and command economies.
SS.HS.EC.04	Evaluate different economic systems, comparing advantages and disadvantages of each.

Content Standards Source:

* Oregon State Standards - <http://www.ode.state.or.us/>

C. Teaching Task: Design your teaching task.

Background:

Every society operates with a mixed economic system, combining the influences of market and command models in order to form a functioning economy and government. Individual countries have unique combinations of the market and command influences depending on how countries prioritize different economic goals.

Prompt:

What combination of market and command systems do you believe creates an ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views.

Extension (optional):

- Students participate in a formal class debate about the future of America’s economic system using their essays and other research to defend their market and command preferences on different topics (healthcare, welfare, education, taxes, etc.).

LDC Argumentation Rubric for Teaching Task	
ADVANCED	
Focus	Addresses all aspects of the prompt with a highly focused and convincing response.
Reading/Research	Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt.
Controlling Idea	Establishes a substantive and credible claim or proposal (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate.
Development	Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt.
Controlling Idea	Establishes a credible claim or proposal (L2) Acknowledges competing arguments while defending the claim or proposal.
Development	Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model.
Conventions	Demonstrates a satisfactory command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading materials to develop argument or proposal.
Controlling Idea	Establishes a claim or proposal but is weak or off task; (L2) Attempts to acknowledge competing arguments.
Development	Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Skills Cluster 1: Preparing for the Task	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task and rubric analysis	Ability to understand and explain the task's prompt and rubric.
Skills Cluster 2: Reading Process	
1. Active reading	Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
2. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
3. Organizing notes	Ability to prioritize and narrow notes and other information.
Skills Cluster 3: Transition to Writing	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Cluster 4: Writing Process	
1. Initiation of task	Ability to establish a claim and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision & editing	Ability to apply revision strategies to refine development of argument, including line of thought, language, tone, and presentation.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

LDC INSTRUCTIONAL LADDER I

Skills Cluster I: Preparing for the Task	
Pre-test	The pre-test is a short multiple-choice test on the Economic Systems content and a short written-response. Pre-test is used to gain insight into students' basic understanding of the content and general writing ability.

I. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	Pacing: 1 class period
Mini-task	Prompt: In a quick write response, what is your first reaction to the task prompt. What strategies did you use to interpret this prompt?	Product: short response
Mini-task scoring	No scoring	
Instructional strategies/ notes	<ul style="list-style-type: none"> • <u>Opener</u> - students will complete an opening journal entry and discussion in order to review the content on economic systems. Example: "What would be the positive and negative effects if America chose to eliminate public schools in favor of an all-private system?" • Students complete the quick-write in their Writer's Notebook. • <u>Socratic Seminar</u> – After the quick-write, students will engage in a short Socratic Seminar to help shape their individual views and understanding of the task using dialogue instead of debate. • Extra Support – Provide struggling students with sentence starters and frameworks for their quick-writes. Example: I believe a _____ system would be the best type of system because _____. 	
PD/ preparation	<ul style="list-style-type: none"> • Identify appropriate reading and writing strategies for this module. • Discuss the type of writing, the structure, and the rubric and materials you will use. • Do the task to ensure understanding of the demands and cognitive processes in it. • Create a template for students to use during the writing process. 	

2. Task and Rubric analysis	Ability to understand and explain the task's prompt and rubric.	Pacing: 1 class period
Mini-task	Prompt: In your own words, write a brief explanation of what the task is asking you to do (students respond below the quick-write). Rubric: Students will translate the rubric in their own words.	Product: Short response Rubric Translation
Mini-task scoring	No scoring	
Instructional strategies/ notes	<ul style="list-style-type: none"> • Have students share responses so that students can hear how each other are interpreting the task and encourage them to help each other when appropriate. • <u>Rubric Translation Activity</u> – Introduce rubric to class. In small groups, students will translate their assigned piece of the rubric in their own words. Students will then participate in a jigsaw and gallery walk to share /take notes on rubric translations. • Extra Support – Specifically plan groups to provide ideal peer-support for students who need it. • Teacher work - Review each student's responses (task analysis and quick-write) to ensure she/he understands the task. 	
PD/ preparation	• Finalize selection of texts for the task.	

Skills Cluster 2: Reading Process		
I. Pre-Reading	<i>Ability to select appropriate texts and understand necessary reading strategies needed for the task.</i>	<i>Pacing:</i> 1 Class Period
<i>Mini-task</i>	<i>Prompt:</i> 1) What strategies do you use to help you process your reading? 2) What information do you already know about topic of the first article; the healthcare debate and how taxes are related?	<i>Product:</i> Reading Strategy List
<i>Mini-task scoring guide</i>	<i>Meets:</i> <ul style="list-style-type: none"> List of 5-6 of strategies for reading (can be strategies of others as well) Participates in class discussion of reading strategies and current knowledge of article topic. 	<i>Not yet:</i> Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> As individuals, students write down 1 or 2 strategies that they use to help them understand what they read. Students share responses in pairs then must find 3 other strategy ideas from classmates to add to their lists (“give one, get one” activity) Create a class list of reading strategies and content knowledge of first article. Extra Support – Create bookmarks or laminated cards of reading strategies so students have consistent reminders of strategies. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> Discuss and analyze the appropriateness of texts for specific tasks. Review and discuss reading strategies that pertain to specific types of texts and to the task Review MLA format for bibliography. Plan for students who need extra time, resources, or assistance. 	

***The following skills: Active Reading and Note-Taking are completed in conjunction with each other for each text.**

2. Active Reading	<i>Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</i>	<i>Pacing:</i> 3 Class Periods
<i>Mini-task</i>	<i>Prompt:</i> 1) Use annotation techniques and other reading strategies to demonstrate your reading process and your level of interaction with the text.	<i>Product:</i> Annotated Articles
<i>Mini-task scoring guide</i>	<i>Meets:</i> <ul style="list-style-type: none"> Annotated or “actively read” article has a variety of marks (circles, underlining, stars, highlights, etc.). Annotation also includes written questions, connections, and insights in the margins. <i>*Use annotation rubric to provide students feedback on their reading.</i> 	<i>Not yet:</i> Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Frontload vocabulary synonyms for market and command economies. Students record in Vocabulary Notes section of their Writer’s Notebook. Instruction for the <u>first article</u> (“Should the U.S. have a National Healthcare System?”) should be very explicit and include group/partner work and teacher modeling. <ul style="list-style-type: none"> Teacher reads first 3 sentences of the article, modeling active reading and strategies. Students finish read the rest of the article using a “think aloud” process with a partner. Teacher asks for a list of vocabulary that students struggled with and class discusses strategies for understanding words in context. Students record new vocabulary in the Vocabulary Notes section of their Writer’s Notebook. Students actively read and annotate the next 3 articles mostly independently with some teacher guidance and reflection in pairs. 	
<i>PD/ preparation:</i>	Determine strategies for teaching active reading, decoding, vocabulary, etc.	

3. Note-taking	<i>Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</i>	<i>Pacing:</i> 3 Class Periods
<i>Mini-task</i>	<i>Prompt:</i> Summarize the articles and respond to focus questions to demonstrate depth of understanding.	<i>Product:</i> notes & short response
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Summaries contain “who, what, where, when and why” Focus questions have an appropriate response - emerging or clear opinion is evident. Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Brief review of summary writing strategies. Use a variety of reading/writing activities to help students improve processing skills of main idea and significance. <ul style="list-style-type: none"> 25 word summary, QAR, reciprocal teaching, etc Students get independent work time to respond to focus questions after completing the summary. Focus questions should lead students to take a stance on the market and command aspects of the article’s subject. When possible, students should discuss responses in pairs or as a group. Extra Support – These activities are designed to provide support for all reading-levels. 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Strategies for teaching note taking skills, summarizing and paraphrasing. 	

4. Organizing notes	<i>Ability to prioritize and narrow notes and other information.</i>	<i>Pacing plan:</i> 1 Class Period
<i>Mini-task</i>	<i>Prompt:</i> Prioritize relevant information in the “organizing notes” section of your Writer’s Notebook.	<i>Product:</i> Notes and graphic organizer
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Creates a prioritized set of notes that categorizes evidence. Suggests implications drawn from information about the economic systems. Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Students place relevant information from the texts and their own background knowledge into the graphic organizer. Students will prioritize the information in the graphic organizer by identifying which pieces of evidence they will use in their essay. Extra Support – Provide students with specific examples of what kinds of information belongs in each section of the graphic organizer. Create a list of “leading questions” to help guide students in the process. Example: “What is one fact you learned from the healthcare article that supports a market system?” 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Strategies for developing cognitive strategies as well as practical ones for prioritizing ideas, supporting evidence. 	

Skills Cluster 3: Transition to Writing

I. Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing phase.</i>	<i>Pacing plan:</i> 1 Class Period
<i>Mini-task</i>	<i>Prompt:</i> In a quick write, write brief overview of your essay. How will it be constructed and what is your central argument?	<i>Product:</i> Short response
<i>Mini-task scoring</i>	No scoring	
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> • Review professional or other samples of writing type and structure. • Students will deconstruct and evaluate the article “As Cuba gives Capitalism a try, Experts Ponder Future” using the rubric to guide critique. <ul style="list-style-type: none"> ○ Demonstrate patterns of development (e.g. from most important to least important) ○ Note the difference between an “explanation” and an “argument” ○ Evaluate effectiveness – Do you get the information and explanation you expect? Why? • Discuss the process for writing the essay. • Extra Support – Struggling readers should focus on fewer rubric components such as Reading/Research and Controlling Idea. 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> • Choose an article or essay sample to use in the transition discussion. 	

Skills Cluster 4: Writing Process

I. Initiation of task	<i>Ability to establish a controlling idea and consolidate information relevant to task.</i>	<i>Pacing:</i> 1 Class Period
<i>Mini-task</i>	<i>Prompt:</i> 1) Write a formal claim in your Writer’s Notebook using your quick-writes, notes, and article information to ensure a strong controlling idea. 2) Write a draft introduction that will set the context for your claim.	<i>Product:</i> Paragraph
<i>Mini-task scoring guide</i>	<i>Meets:</i> <ul style="list-style-type: none"> • Writes a claim that establishes a controlling idea and identifies key points that support development • Writes a draft introduction that sets an appropriate context for the claim. • Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> • Before students write their formal claim, review qualities of a strong claim as a class: must be an argument, include simple defense of the argument, and include categories to lead reader and organize essay. • In pairs, students will edit sample claim statements provided by the teacher. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. • After students have finished writing a formal claim, review the qualities of a strong opening paragraph: HOTT- Hook, Overview, Thesis, Transition. • In pairs, students share their claim statements and introduction. Student volunteers share their claim and introduction with the class for critique. • Extra Support – Provide students with sentence frames to help write the claim. For example: A _____ economic system is the ideal system because it provides a country with _____ and _____ (choose two “goals” from your notes). 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Deconstruct the demands and qualities of performances embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance? 	

2. Planning	<i>Ability to develop a line of thought and text structure appropriate to an Argumentation task.</i>	<i>Pacing plan: 1 Class Period</i>
<i>Mini-task</i>	<i>Prompt: Create an outline including key elements drawn from your research and order them in some logical way (e.g. chronologically, sequentially).</i>	<i>Product: Outline/plan</i>
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> • Applies an outline strategy to develop reasoning for argument • Draws a credible implication from information about the differences between economic systems. • Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meet
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Review text requirements: Students must use evidence from <u>a minimum</u> of 3 different texts in their essay. • Students independently write an outline using the template in their Writer’s Notebook. • In small groups, students share how they will organize their essays. • Extra Support – Students will focus on providing evidence from only one or two texts in their outline. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Teachers develop templates. • PD in discussion-based strategies, questioning and logic structures. • Discuss how many pieces of evidence students should include in each body paragraph. 	

3. Development	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>	<i>Pacing plan: 1 Class Period</i>
<i>Mini-task</i>	<i>Prompt: Write a rough draft of your essay consisting of 4-5 paragraphs and includes an introduction, 2-3 body paragraphs and a conclusion.</i>	<i>Product: Rough Draft</i>
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> • Provides an opening to include a controlling idea and an opening strategy relevant to the prompt. • Provides an initial draft with all elements of the prompt addressed. • Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Review strategies for constructing body paragraphs: TEST – Topic sentence, Evidence, Significance, and Transition. • Create stations where students can get guidance on certain aspects of the essay: introduction, claim, evidence/analysis, and conclusion. Assign a strong student-writer at each station to help guide discussion and provide peer-review. Teacher spends time at each station assisting students. • Extra Support – Teacher leads “station” for students who need extra support in developing the essay. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Drafting strategies – conferencing and whole group • Discuss use of technology to manage some of the feedback to students 	

4. Revision & Editing	<i>Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>	<i>Pacing plan:</i> 2 Class Periods
<i>Mini-task</i>	<i>Prompt:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	<i>Product:</i> Revised draft
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> • Demonstrates use of revision strategies that clarify logic and development of ideas; includes relevant details; improves word-usage and phrasing; and creates smooth transitions between sentences and paragraphs • Applies a text structure to organize reading material content and to explain key points related to the prompt. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> • Students give each other feedback on rough drafts using the “peer review template”. • Students can email essays to teacher for efficient and basic feedback. • Discuss strategies for citing information using the Writer’s Notebook – MLA citation methods, quoting, paraphrasing. 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> • Identify strategies for revising for IDEAS and LOGIC before editing grammar. Strategies such as individual & group mentoring; “what’s good, what’s needed” and peer feedback • Editing strategies • Technology and publishing methods 	

Final Draft	Submit your final draft before or on due date for scoring and feedback.
--------------------	---

D. Materials, references and supports: List the materials you will need and students will use. Provide citations.

For Teachers	For Students
<p>TEXTS:</p> <p>“Should the U.S. have a National Healthcare System” Author: John Edwards and Michael Tanner Source: <u>New York Times Upfront Magazine</u> http://teacher.scholastic.com/scholasticnews/indepth/upfront/index.asp</p> <p>“Denmark Thrives Despite High Taxes” Author: David Kestenbaum Source: National Public Radio, <i>All Things Considered</i> http://www.npr.org/templates/story/story.php?storyId=123126942</p> <p>“As Cuba gives Capitalism a try, Experts Ponder the Future” Author: William Booth Source: <u>Washington Post</u> http://www.washingtonpost.com/wp-dyn/content/article/2010/09/16/AR2010091607381.html</p> <p>“Walmart: Good or Evil” Author: Paul Krugman and John Tierney Source: <u>New York Times Upfront Magazine</u> http://teacher.scholastic.com/scholasticnews/indepth/upfront/index.asp</p> <p>“The World’s Best Countries” (<i>interactive infographic</i>) Author: Newsweek Magazine Online Source: Newsweek Magazine Online http://www.newsweek.com/2010/08/15/interactive-infographic-of-the-worlds-best-countries.html</p> <p>Optional Texts:</p> <p>“Should the Government Tax Your Coke” Author: William Neuman Source: <u>New York Times Upfront Magazine</u> http://teacher.scholastic.com/scholasticnews/indepth/upfront/index.asp</p> <p>“Start-Ups, Not Bailouts” Author: Thomas Friedman Source: New York Times http://www.nytimes.com/2010/04/04/opinion/04friedman.html?_r=1&scp=1&sq=Start-Ups,%20Not%20Bailouts&st=cse</p>	<p>See Resource Index for templates of the following:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Rubric Translation • MetaCognitive Log • Active Reading Rubric • Peer-Review Guide

Section 4: What Results?

How good is good enough?

- A. **Student work samples:** Include examples of student work to represent each performance level on the teaching task.
- B. **Other scoring supports:** To be determined as scoring work progresses.
- C. **Classroom assessment task:** Design a classroom assessment task using the same template task as the one you will be teaching. You may modify slightly the template to fit the in-class, on-demand environment. You should also include student examples for the assessment task.

Background:

The government plays a significant role in the development of America’s economy. Voters elect leaders who will represent their views on the government’s role in the economy. The federal minimum wage is a government regulation created in the 1930s to ensure workers receive adequate pay from employers. However, minimum wage is a government-intervention that has both positive and negative effects on America’s economy and it’s value is debated amongst politicians and the public.

Prompt:

Do you believe that the federal minimum wage in America should be raised? After reading the article “Should the federal minimum wage be raised?”, write a short essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views.

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d0918>

LDC Argumentation Classroom Assessment Rubric	
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure that develops reasons.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teacher Work Section

What now, what next?

- A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes

The module was very effective in my Economics classes. A few ideas to keep in mind for revision of the module:

- *Provide more supports for ELL students who have very limited English.*
- *Use Metacognitive Logs instead of the Summary/Analysis Template*
- *Maybe use one less text.*

- B. **Possible variations.** Add ideas for spin-offs or extensions to the module.

- *Formal class debate about market vs. democratic socialist economy*
- *Students are “stranded on an island” in small groups and must create an economic system to survive and create their idea of an ideal structure for the island’s government and economy.*

Instructional Resources

Writer's Notebook

Rubric Translation

MetaCognitive Log

Active Reading Rubric

Peer-Review Guide

Name _____ Per _____ Date _____

Writer's Notebook

Economics Systems Unit – Ms. Thiebes

Organizing Notes

MARKET ECONOMY

COMMAND ECONOMY

<i>Supporting Texts</i>	<i>Supporting Texts</i>
<i>Outside Evidence</i>	<i>Outside Evidence</i>

Essay Outline

TASK:

What combination of market and command systems do you believe creates an ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views.

THESIS: (*Underline your "MAP"*)

PARAGRAPH #1:

Evidence/Analysis:

PARAGRAPH #2:

Evidence/Analysis:

PARAGRAPH #3: *(Possible Counterpoint)*

Evidence/Analysis:

Conclusion Thoughts:

DRAFT

RUBRIC

LBD Argumentation Rubric ADVANCED	
Focus	Addresses all aspects of the prompt with a highly focused and convincing response.
Reading/Research	Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt.
Controlling Idea	Establishes a substantive and credible claim or proposal (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate.
Development	Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt.
Controlling Idea	Establishes a credible claim or proposal (L2) Acknowledges competing arguments while defending the claim or proposal.
Development	Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model.
Conventions	Demonstrates a satisfactory command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading materials to develop argument or proposal.
Controlling Idea	Establishes a claim or proposal but is weak or off task; (L2) Attempts to acknowledge competing arguments.
Development	Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

How to Write a Bibliography (MLA Style)

When creating your bibliography, remember to:

- Begin the Works Cited on a new page, but number consecutively (i.e., if the last page of your essay is page 3, the Works Cited is page 4)
- Alphabetize each entry by first letter
- Underline all titles of books, magazines, films, etc.
- Put quotation marks around the titles of poems, short stories, and articles
- Indent the 2nd line, the 3rd line, and all subsequent lines of each citation

Examples:

Correct citation	Type of citation
Gorman, Elizabeth. <u>Prairie Women</u> . New Haven: Yale University Press, 1986.	Book (One author)
Achenbach, Joel. "America's river." <u>Washington Post</u> . 5 May 2002. 20 July 2003 < http://www.washingtonpost.com/wpdyn/articles/A13425 >	Newspaper Article (Newspaper Website)
Elliott, Michael. "The Biggest Fish of Them All." <u>Time</u> . 8 March 2003. 11 March 2003. < http://www.time.com/time >.	Online Magazine (Magazine web site)

Rubric Translation

Focus	
Reading/Research	
Controlling Idea	
Development	
Organization	
Conventions	

Name _____ Per _____ Date _____

Article: _____

What I Read	What I Think

SUMMARY/REFLECTION:

Active Reading Rubric

Active Reading – Level 1	Active Reading – Level 2	Active Reading – Level 3
<ul style="list-style-type: none"> • Annotation Marks: <ul style="list-style-type: none"> ○ Very little underlining or only of unfamiliar words. • Written Comments: <ul style="list-style-type: none"> ○ No comments or only simple comments such as “cool”, “wow”, “stupid”. ○ No or few personal connections. • Analysis: <ul style="list-style-type: none"> ○ No indication of student understanding or finding the main idea of the text. ○ No questions written in the margins. 	<ul style="list-style-type: none"> • Annotation Marks: <ul style="list-style-type: none"> ○ Some but limited variety in markings such as underlining, circles, and stars. • Written Comments: <ul style="list-style-type: none"> ○ Comments are a combination of short phrases and words that engagement in the text. ○ Personal connections are evident but limited. • Analysis: <ul style="list-style-type: none"> ○ Evidence of highlighting or underling main idea or focus of the text. ○ Some questions about the text that show curiosity in unknown concepts or statements in text. 	<ul style="list-style-type: none"> • Annotation Marks: <ul style="list-style-type: none"> ○ Variety of marks – underlining, circles, and stars – and each type of mark is used for a specific purpose (underline = key point, circle = unknown word, etc). • Written Comments: <ul style="list-style-type: none"> ○ Comments are insightful and are mostly phrases directed at pieces of the text that relate to the main idea. ○ Relevant personal connections that add depth to the articles meaning. • Analysis: <ul style="list-style-type: none"> ○ Main idea and supporting examples are clearly underlined or highlighted in the text. ○ Questions written in margins demonstrate connections to prior knowledge of content and are purposeful in discovering deeper meaning of text.

COMMENTS:

PEER REVIEW

Focus	<p><i>Does the author address all aspects of the prompt?</i></p> <p><i>Was the argument convincing?</i></p>
Reading/Research	<p><i>How many texts were used to support the argument? _____</i></p> <p><i>Were the quote and evidence used from the text effective in supporting the ideas of the author?</i></p>
Controlling Idea	<p><i>Was the claim an argument?</i></p> <p><i>Did the claim explain the “why” of the author’s argument?</i></p> <p><i>Is there a MAP in the claim? Is it clear how the essay will be organized?</i></p> <p><i>Did the author address competing arguments in the essay?</i></p>
Development	<p><i>Are there details and evidence to support the author’s ideas? Are they relevant?</i></p> <p><i>Does the author <u>explain</u> how the evidence supports their opinion? (analysis)</i></p>
Organization	<p><i>Is there an introduction, body paragraphs, and conclusion in the essay?</i></p> <p><i>Does the organization “flow” well? Do you feel like you read the essay smoothly without being confused?</i></p>
Conventions	<p><i>Are there major grammar or spelling errors in the essay?</i></p> <p><i>The author should avoid first person (I, we, you). Is it evident in the text?</i></p>