Instructional Unit Title: Posing Questions and Solving Problems

Reading, Writing, and Communicating
9th Grade

Colorado's District Sample Curriculum Project

The teacher will introduce common themes and topics from the year's content (e.g. poverty, economics, gender roles, race), so that students can revisit their current beliefs about the themes and topics and the problems associated with them in contemporary times.

The teacher may provide question stems and model generating questions (e.g. Higher Order Thinking Questions), so that students can begin to understand and apply question generation and inquiry based research.

The teacher may model ways to provide feedback and critiques of inquiry questions, so that students can understand the power of collaborative processes in refining their individual inquiry questions.

The teacher may model inquiry-based research strategies, so that students can understand that inquiry drives meaningful research. [*Understanding text, Responding to text*]

The teacher may group students based on inquiry questions, so that students can "close read" their individual resource and listen to the analysis of the multiple sources found by their group mates. [*Understanding text, responding to text*]

The teacher may introduce criteria for evaluating sources, so that students can begin to understand that effective research depends on credible sources and strengthening inquiry questions throughout the process. [*Understanding text, critiquing text*]

The teacher may model and reinforce the research process, so that students can continue to collect resources and begin to understand how to synthesize sources within a research paper. **Teacher note**: This Learning Experiences begins the formal writing process for their problem-solution essay. [*Understanding text, Responding to text, Producing text*]

The teacher may provide resources for the writing process (e.g. models of organization, editing resources), so that students can begin developing a draft of a research-based problem-solution argument essay. **Teacher note**: This learning experience may cover multiple days of instruction to move students through the writing process. [*Producing text*]

The teacher may provide mentor texts and organizational strategies for research-based problem-solution arguments, so that student can begin to think about effective organization of research findings. [*Producing text*]

The teacher may facilitate writing response groups, so that students can understand the importance of giving peer feedback and the ways that feedback can strengthen research writing and presenting. [*Producing text*]

PERFORMANCE ASSESSMENT: You have been chosen as a student representative at your high school to discuss a contemporary problem and present an argument for your proposed solution. Your audience will be fellow students and community members who want to hear your voice and perspective about contemporary issues facing students. Your research will be part of a class collection of problem-solution argument essays. Since it is a formal collection, you will need to provide citations and effective formatting for your end product.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.