

**Stage One: Desired Result**

**Established Goals:**

In this unit, students will apply research and argument skills learned previously in the year. Students will conduct research, draw conclusions, and create a proposal to be presented to the school board on a dress code of which administrators and students agree. Authentic research, reading, writing, listening, speaking, and presenting skills are all addressed.

**Understandings:**

Students will understand how to navigate the process to bring about change when they don't agree with something. They will understand how to target an audience who may have different interpretations, standards, and expectations than they do. Students will understand how to conduct authentic research and how to target a specific audience to achieve their goals.  
**Misunderstandings:** students may want to argue against dress codes in general, but that is not the goal.

**Essential Questions:**

- How can we create a dress code upon which administrators and students agree?
- How can we present our dissatisfaction with the dress code so that we are heard?
- How can we utilize research and presentation skills for a specific purpose?

**Students will know:**

- **Research skills-** how to locate information in online academic databases and on the internet, create and interpret surveys, conduct interviews, conduct experiments and interpret the data, and write conclusions.
- **Collaboration-** Because the task is monumental, students will be dependent upon team members and classmates to complete their tasks and share their findings.
- **Writing-** Students draft proposals (argument writing)

**Students will be able to:**

Extend all skills and processes to future personal endeavors, including knowing how to conduct research (scholarly and general), how to propose change, how to collaborate as a team, how to write a proposal for change, reading complex texts and synthesizing ideas across multiple texts and platforms, and presenting information in a formal, public setting.

## Stage Two: Assessment Evidence

### Performance task

- Students will create an annotated bibliography.
- Students will write a proposal for a new dress code.
- Students will create a digital or multi-media presentation for the school board on their proposal.
- Students will create rubric for judging proposals based on quality, depth, and effectiveness.

### Other evidence:

- Student self-reflection (eportfolio or journals)
- Team strategy "worksheets"
- Analysis of current dress code
- Peer reviews
- Teacher observations
- Final reflection

## Stage Three: Learning Plan

### Learning activities:

- Entry event: Pro/Con article on dress code issues to stimulate discussion. *H*
- As a collaborative group, discuss the guiding question: How can we create a dress code upon which administration and students can agree? *W, H*
- Students read and respond to each tenet of the current dress code, classifying each according to the reason the rule exists (safety, disruption, school image, etc). *W*
- Each student chooses a portion of the dress code to test/research the validity of each existing rule to determine items that need to remain or be revised. *T*
- Students present their findings to the whole group; students provide feedback and recommendations to other students. *E, R*
- Students conduct research and create an annotated bibliography. *E*
- Students draft a proposal to change the dress code. *T*
- Students document and reflect on their process and procedures regularly. *E-2*
- Collaborative groups present their proposals to each other. Groups provide feedback and begin curating elements upon which they ALL agree. *R, T*
- Collaborative groups create a presentation of their proposal (their choice of format) utilizing rhetorical techniques and devices. *R, T*
- Students present their proposals to the school board. *W, T, O*

W = Ensure that students understand WHERE the unit is headed, and WHY.

H = HOOK students in the beginning and HOLD their attention throughout.

E = EQUIP students with necessary experiences, tools, knowledge, and know-how to meet performance goals.

R = Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

E = Build in opportunities for students to EVALUATE progress and self-assess.

T = Be TAILORED to reflect individual talents, interests, styles, and needs.

O = Be ORGANIZED to optimize deep understanding as opposed to superficial covera