Colorado Teacher-Authored Instructional Unit Sample

Reading, Writing, and Communicating

Unit Title: Facebook of Face-to-Face
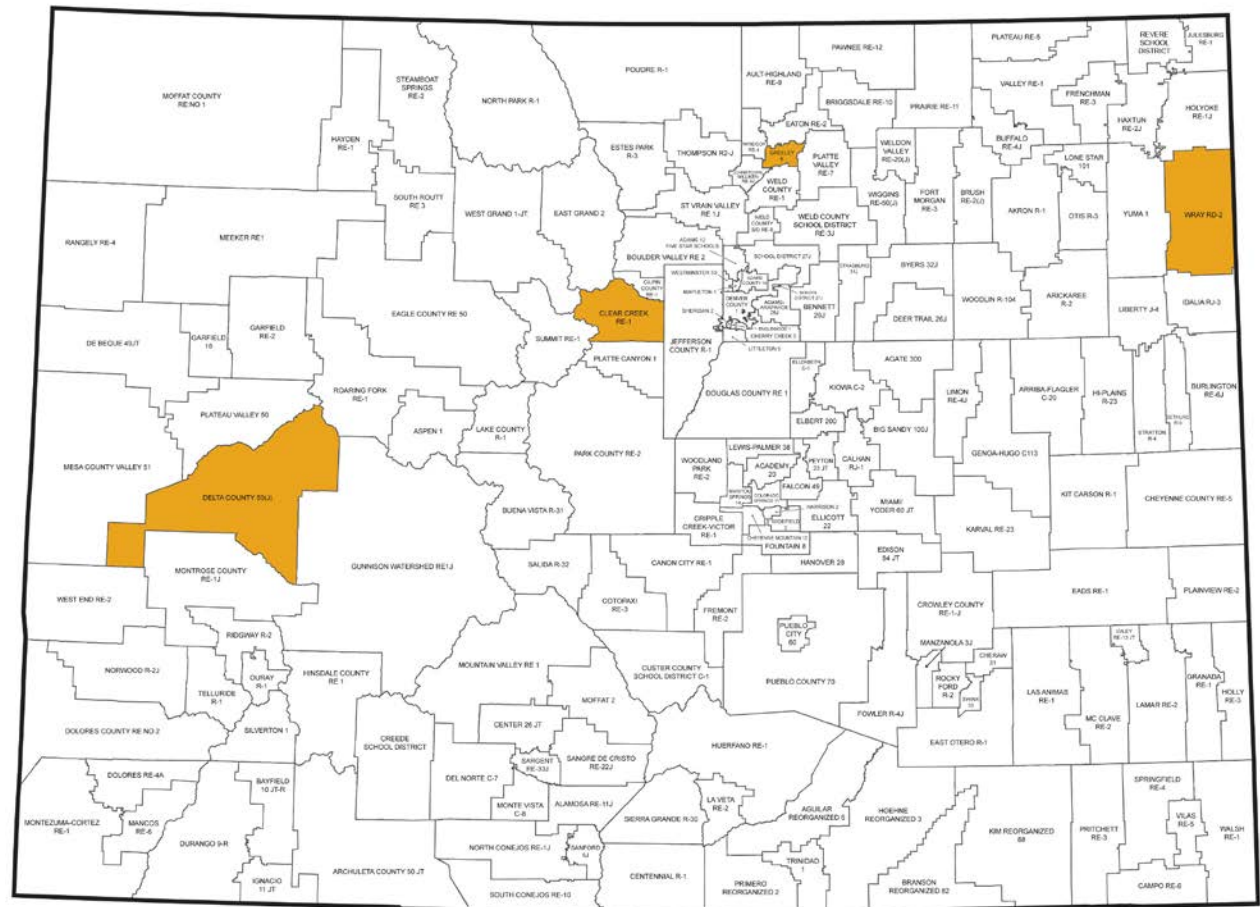
8th Grade

INSTRUCTIONAL UNIT AUTHORS

Wray School District

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Clear Creek School District
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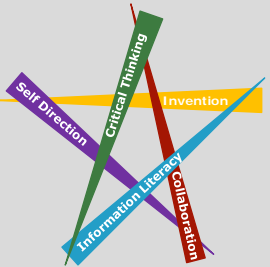Carrie Coats

Greeley School District
Courtney Luce

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. 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.

DATE POSTED: NOVEMBER 2015

Content Area	Reading, Writing, and Communicating		Grade Level	8th Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations	RWC10-GR.8-S.1-GLE.1
	2. A variety of response strategies clarifies meaning or messages	RWC10-GR.8-S.1-GLE.2
2. Reading for All Purposes	1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	RWC10-GR.8-S.2-GLE.1
	2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	RWC10-GR.8-S.2-GLE.2
	3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts	RWC10-GR.8-S.2-GLE.3
3. Writing and Composition	1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.1
	2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.2
	3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document	RWC10-GR.8-S.3-GLE.3
4. Research and Reasoning	1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures	RWC10-GR.8-S.4-GLE.1
	2. Common fallacies and errors occur in reasoning	RWC10-GR.8-S.4-GLE.2
	3. Quality reasoning relies on supporting evidence in media	RWC10-GR.8-S.4-GLE.3

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Text Complexity

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Facebook or face-to-face? (Persuasion and Intent)	9 weeks	3

Curriculum Development Unit Overview
Unit Planning For 8th Grade Reading, Writing, and Communicating

Unit Title	Facebook or face-to-face?		**Length of Unit**	9 weeks
Focusing Lens(es)	Persuasion/Intent	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.8-S.1-GLE.1 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE.2 RWC10-GR.8-S.2-GLE.3	RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.1 RWC10-GR.8-S.4-GLE.2 RWC10-GR.8-S.4-GLE.3

Inquiry Questions (Engaging-Debatable):	• Why is it important to critique an author's credentials to understand intent (RWC10-GR.8-S.2-GLE.2-IQ.6)? • Why do authors persuade readers (RWC10-GR.8-S.3-GLE.2-IQ.2)? • What are common fallacies found in print and non-print? (RWC10-GR.8-S.4-GLE.2-IQ.4)
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning

Concepts	**In content:**	**In reading:**	**In writing:**
	Design, influence, system, perspective, bias, balance, connections, interaction, value, innovation, relevance, desire	theme, diction, textual support, author's purpose, reasoning, subject matter, medium, media, interpretation, conflict, inference, *appeals (ethos, pathos, logos),*	argument, thesis, persuasion, evidence, comparison, claims, counterclaims, *appeals (ethos, pathos, logos),* rhetorical techniques, style, purpose, audience

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers (RWC10-GR.8-S.2-GLE-2.EO.c.ii-iii) and (RWC10-GR.8-S.2-GLE.3-EO.a.ii).	What is the author's intent? (RWC10-GR.8-S.2-GLE.2-EO.b.iii) What are the dynamics of discussion? (RWC10-GR.8-S.1-GLE.2-EO.c-e) What is conflict?	Why challenge the status quo? What needs to happen to move from discussion to action? (RWC10-GR.8-S.1-GLE.2-RA.1)
Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi).	How do you determine your audience (RWC10-GR.8-S.3-GLE.3-EO.d)? How do you choose an appropriate voice for your audience (RWC10-GR.8-S.3-GLE.3-EO.e)?	Why is determining an audience essential in writing (RWC10-GR.8-S.3-GLE.2-EO.a.x)? Why does a writer use claims and reasoning to persuade an audience (RWC10-GR.8-S.3-GLE.2-EO.a.vii)?
Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods (RWC10-GR.8-S.2-GLE.2-EO.b.i-iii) and (RWC10-GR.8-S.4-GLE.2-EO.a-d).	What does it mean to make an appeal? What do the terms ethos, pathos, logos mean? (RWC10-GR.8-S2-GLE.3-EO.a.vi)	Why is the credibility of an author important? (RWC10-GR.8-S.2-GLE.2-RA.2) Why is it important for a reader to evaluate online

		information and effectively locate reliable information sources? (RWC10-GR.8-S.2-GLE.2-RA.4)
The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values (RWC10-GR.8-S.4-GLE.3-EO.a-d).	What does "social media" include/entail? (RWC10-GR.8-S2-GLE.3-EO.a.vi) What is intention? (RWC10-GR.8-S.2-GLE.2-EO.b.i-iii)	Does quality reasoning enhance media? (RWC10-GR.8-S.4.GLE-3-N.1) How does someone determine the logic of an issue and support it with reasoning? (RWC10-GR.8-S.4-GLE.3-IQ.1)

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Different mediums for presenting information (RWC10-GR.8-S.2-GLE.2-EO.c.i) • Elements of argumentation and claim structures (RWC10-GR.8-S.2-GLE.2-EO.c.ii). • Evidence or manifestations of author credibility (RWC10-GR.8-S.2-GLE.2-RA.2) • Text structures used for argumentative/persuasive texts (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi) • Rhetorical and reasoning strategies (RWC10-GR.8-S.4-GLE.3-IQ.1) • The importance and purpose of writing conventions (RWC10-GR.8-S.3-GLE.3-EO.b-c) • Presentation skills and techniques for delivering information (RWC10-GR.8-S.1-GLE.2-EO.a) • What makes a generalization valid or faulty (RWC10-GR.8-S.4-GLE.2-EO.d) • The evaluation process for determining validity of information (RWC10-GR.8-S.4-GLE.2) • The purpose of valid reasoning (RWC10-GR.8-S.4-GLE.3-RA.4)	• Evaluate the advantages and disadvantages of using different mediums (RWC10-GR.8-S.2-GLE.2-EO.c.i) • Delineate and evaluate an argument and specific claims in a text (RWC10-GR.8-S.2-GLE.2-EO.c.ii) • Determine the credibility of an author (RWC10-GR.8-S.2-GLE.2-RA.2) • Write an argumentative/persuasive essay with clear reasons and relevant evidence (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi) and (RWC10-GR.8-S.3-GLE.2-N.2) • Demonstrate a command of conventions through punctuation and spelling (RWC10-GR.8-S.3-GLE.3-EO.b-c) • Present claims and findings in a brief presentation using evidence and reasoning (RWC10-GR.8-S.1-GLE.2-EO.a) • Differentiate between valid and faulty generalizations (RWC10-GR.8-S.4-GLE.2-EO.d) • Evaluate online information to determine validity (RWC10-GR.8-S.4-GLE.2-RA.3). • Prove reasoning is helpful when explaining an opinion (RWC10-GR.8-S.4-GLE.3-RA.4) • Use technology, including the Internet, to produce and publish writing and present information and/or ideas (RWC10-GR.8-S.3-GLE.3-EO.f)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"The intention of social media is to create a more connected society; however, the lack of face-to face interaction makes this claim false."*

Academic Vocabulary:	Subliminal, intention, thesis, conflict, interpretation, influence, interaction, relevancy, ascertain, cogent, claim/counterclaim, warrant, evaluate, demonstrate, determine
Technical Vocabulary:	Appeals (ethos, pathos, logos), rhetorical techniques, style, diction

Unit Description:	In this 9 week unit, students will explore the complexities of social media, hone their research and presentation skills so that they can effectively debate an issue, and write an effective argument. Students will study social media as a genre of text with its own conventions, style, norms, and purposes. The unit will conclude with students participating in a debate and writing an argumentative essay in which they argue for the value of social media (Facebook or Face-to-Face?) in communicating with others.
Unit Generalizations	
Key Generalization:	Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience
Supporting Generalizations:	Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers
	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
	The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values
Considerations:	Teachers may need to address issues of students not having social media or not being able to use social media due to rules at home. May need to be on paper, instead of online. Parents may need to be informed through course syllabi, Open House nights, letters home that students will be exploring social media.

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You have been selected to serve on a cyber bullying task force in your district to examine and explore the cyber bullying risks of different social media – Facebook, Twitter, SnapChat, Instagram. Your argument will include an explanation of the social media platform or type, its value, and why it poses a cyber bullying threat to teens. You should also include what steps can be taken to prevent cyberbullying. Your argument will be considered by the school student council, administrators, and the parents of the community.
Product/Evidence: (Expected product from students)	The culminating assessments for this research unit will be a panel discussion by the task force followed up by the written argument. We have sequenced the debate before the final argument so that students will have a chance to present their ideas and hear feedback from classmates as part of their last revision process. In this way, students will be able to consider opposing viewpoints (because they will be hearing directly from those with different perspectives) and their own use of evidence to support their reasoning.
Differentiation: (Multiple modes for student expression)	Teachers may provide flexible debate groups. Teachers may generate own rubric.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**

The readings are imbedded in the links below.	*Fangirl* by Rainbow Rowell.

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	In thinking like a writer, students will evaluate and trace a speaker's argument and provide constructive feedback	Teacher Resources:	www.writingfix.com (persuasive writing strategies) http://www.enchantedlearning.com/graphicorganizers/ (graphic organizers) http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (handouts to critique speeches and other resources)
			Student Resources:	Graphic organizers Video clips of persuasive speeches, other arguments, advertisements, Public Service Announcements
	Skills:	Attentive listening; Identify thesis/main point/claim and supporting evidence; make notes and annotate texts; identify and explain the use of rhetorical strategies and argument structure	Assessment:	Students will complete graphic organizers analyzing text structure, elements of argument (claim, evidence, data), persuasive techniques Students will annotate short text in which they identify biased language and other text features Oral discussion, conferencing
2.	Description:	In thinking like a writer, students will evaluate the credibility of a variety of sources and cite accurately and ethically	Teacher Resources:	N/A
			Student Resources:	http://kathyschrock.net/abceval/5ws.pdf (Five Ws of Website Evaluation (criteria/questions for evaluating website sources) http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/evaluating-onlineresources (Edsitement resource for evaluating online resources)
	Skills:	Identify/recognize bias in language; recognize sources within their resources (.edu, .com, various authors and publishers); define "credibility"; distinguish fact from opinion	Assessment:	Students will evaluate sources for credibility. Students will summarize, paraphrase and directly quote various sources; students will accurately use MLA format for in-text and works cited page
3.	Description:	Students will analyze/understand the value of persuasive techniques in various mediums.	Teacher Resources:	http://www.schrockguide.net/critical-evaluation-lesson-plan.html (lesson plan for checking valid web sites) http://l3d.cs.colorado.edu/~agorman/educ6804/validity/lesson2.htm (teacher plans for valid

			web site http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html (resource for ethos, pathos, logos)
		Student Resources:	https://www.teacherspayteachers.com/Product/Twitter-Template-Social-Media-Lite-Version-1200645 (Twitter template)
	Skills:	Use/analyze rhetorical appeals, structure persuasive claim/counterclaim, use/analyze various mediums.	Assessment:	Students will complete exit tickets and two-column notes for responding to validity of websites.

Prior Knowledge and Experiences

Students should have some prior knowledge of argument.
Prior knowledge of social media.
Students should have researching skills that include citation skills., distinguishing fact/opinion, speech and verbal presentation experience, technology skills.

Learning Experience # 1

Task Description: *The teacher may… so that students can…*	The teacher may present varied perspectives on social media (e.g. Studio C video, other resources) so that students can begin to discuss forms of social media and identify possible intended and unintended uses.
Generalization Connection(s):	The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values.
Teacher Resources:	http://byutv.org/ (YouTube Studio C on Facebook) http://mashable.com/2012/06/05/twitter-for-beginners/ (Twitter for beginners) https://www.youtube.com/watch?v=TMxTyFjEus4 (How to use SnapChat) http://www.theatlantic.com/technology/archive/2014/06/facebook-texting-teens-instagram-snapchat-most-popular-social-network/373043/ (Article from The Atlantic on teens and social media)
Student Resources:	http://byutv.org/ (YouTube Studio C on Facebook) http://mashable.com/2012/06/05/twitter-for-beginners/ (Twitter for beginners) https://www.youtube.com/watch?v=TMxTyFjEus4 (How to use SnapChat) http://www.theatlantic.com/technology/archive/2014/06/facebook-texting-teens-instagram-snapchat-most-popular-social-network/373043/ (Article from The Atlantic on teens and social media)
Assessment:	Students will produce a ticket-out-the-door that is a list of social media sites and at least one way it has been used.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Different mediums for presenting information	
Key Skills:	• Evaluate the advantages and disadvantages of using different mediums	
Critical Language:	social media, audience, purpose	

Learning Experience # 2	
Task Description: *The teacher may… so that students can…*	The teacher may use the history of a particular form of social media (e.g. Facebook, Twitter, Instagram, others) so that students can begin to develop and generate questions for research on social media.
Generalization Connection(s):	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values
Teacher Resources:	http://global.oup.com/us/companion.websites/9780199846412/student/chapter3/exercises/exercise1/ (Concise Writing Exercise) http://blog.hubspot.com/marketing/tweet-formulas-to-get-you-started-on-twitter (How to Tweet) http://blog.hootsuite.com/how-to-write-a-tweet-to-increase-click-through-rate/ (How to Tweet) http://www.adweek.com/socialtimes/the-perfect-tweet/447086 (How to Tweet) https://leveragenewagemedia.com/blog/social-media-infographic/ (Infographic comparing social media sites) http://www.socialmediatoday.com/content/ultimate-history-facebook-infographic (History of Facebook) http://mashable.com/2006/08/25/facebook-profile/ (The Biography of Facebook) http://www.socialnomics.net/2013/01/23/the-history-of-twitter/ (History of Twitter) https://www.washingtonpost.com/apps/g/page/business/timeline-of-twitters-history/570/ (Timeline of Twitter) http://wersm.com/the-complete-history-of-instagram/ (History of Instagram) http://www.sfgate.com/technology/article/Instagram-a-brief-history-4129827.php (History of Instagram)
Student Resources:	http://blog.hubspot.com/marketing/tweet-formulas-to-get-you-started-on-twitter (How to Tweet) http://www.adweek.com/socialtimes/the-perfect-tweet/447086 (How to Tweet)

	Tweet) https://leveragenewagemedia.com/blog/social-media-infographic/ (Infographic comparing social media sites) http://www.socialmediatoday.com/content/ultimate-history-facebook-infographic (History of Facebook) http://mashable.com/2006/08/25/facebook-profile/ (The Biography of Facebook) http://www.socialnomics.net/2013/01/23/the-history-of-twitter/ (History of Twitter) https://www.washingtonpost.com/apps/g/page/business/timeline-of-twitters-history/570/ (Timeline of Twitter) http://wersm.com/the-complete-history-of-instagram/ (History of Instagram) http://www.sfgate.com/technology/article/Instagram-a-brief-history-4129827.php (History of Instagram)
Assessment:	Students will summarize their research in a 140 character tweet.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide a framed sentence or sentence starter.	Student may complete the sentence starter in a 140 character tweet summarizing their research.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may ask students to summarize their research in 80 characters.	Student may create an 80 character tweet summarizing their research.

Critical Content:	• Different mediums for presenting information • Evidence or manifestations of author credibility • The importance and purpose of writing conventions
Key Skills:	• Evaluate the advantages and disadvantages of using different mediums • Demonstrate a command of conventions through punctuation and spelling • Present claims and findings in a brief presentation using evidence and reasoning • Differentiate between valid and faulty generalizations • Evaluate online information to determine validity • Use technology, including the Internet, to produce and publish writing and present information and/or ideas
Critical Language:	Social media, style, diction, medium, command of conventions, etiquette

Learning Experience #3
Task Description: *The teacher may… so that students can…*	The teacher may present controversial Twitter-like statements so that students can begin to analyze the statements for authorship and validity. **Teacher Note**: Teacher may continue to use Studio C video in support of the Twitter-like statements.
Generalization Connection(s):	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods

	The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values
Teacher Resources:	http://byutv.org/ (YouTube Studio C on Facebook), Teacher can make own Twitter-like statements https://sites.google.com/site/mrbsworkplaceenglish/1-7-internet-validity (Validity) http://www.schrockguide.net/critical-evaluation-lesson-plan.html (Lesson Plan for Checking Valid Web Sites) http://l3d.cs.colorado.edu/~agorman/educ6804/validity/lesson2.htm (Teacher Plans for Valid Web Site)
Student Resources:	N/A
Assessment:	Students will create a list of 10 tips for determining invalid statements/arguments.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher will provide a few of the tips for determining invalid statements/arguments.	The student will create a list of 10 tips for determining invalid statements/arguments.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may ask for 3-5 more tips for determining invalid statements/arguments.	The student will create a list of 10 tips for determining invalid statements/arguments

Critical Content:	• Evidence or manifestations of author credibility • What makes a generalization valid or faulty • The evaluation process for determining validity of information • The purpose of valid reasoning
Key Skills:	• Delineate and evaluate an argument and specific claims in a text • Determine the credibility of an author • Differentiate between valid and faulty generalizations • Evaluate online information to determine validity
Critical Language:	Validity, faulty, fact and opinion, reasoning, credibility,

Learning Experience # 4	
Task Description: *The teacher may… so that students can…*	The teacher may facilitate a Twitter-like (written) discussion so that students can begin to consider/define constructive norms and conventions for social media as well as negative and destructive behaviors with social media.
Generalization Connection(s):	The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience

Teacher Resources:	https://www.teacherspayteachers.com/Product/Twitter-Template-Social-Media-Lite-Version-1200645 (Twitter Template) http://www.businessknowhow.com/internet/socialmediaetiquette.htm (Tips for Social Media Etiquette) http://mashable.com/2013/10/14/twitter-etiquette/ (Tips for Social Media Etiquette)
Student Resources:	https://www.teacherspayteachers.com/Product/Twitter-Template-Social-Media-Lite-Version-1200645 (Twitter Template)
Assessment:	Students will develop 1 positive reaction, 1 negative reaction, and 1 question about a social media and respond to 3-5 others posts. Responses need to have at least one piece of supportive evidence (Student cannot just answer with a simple Yes/No, they need to explain why they are responding yes/no).

	Access (Resources and/or Process)	Expression (Products and/or Performance)
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may decrease the required number of responses and statements.	Students may develop statements and questions about social media and respond to their peers.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may extend the number of evidence support for their responses.	Students may develop statements and questions about social media and respond to their peers.

Critical Content:	• Different mediums for presenting information • The importance and purpose of writing conventions
Key Skills:	• Evaluate the advantages and disadvantages of using different mediums • Demonstrate a command of conventions through punctuation and spelling • Present claims and findings in a brief presentation using evidence and reasoning • Use technology, including the Internet, to produce and publish writing and present information and/or ideas
Critical Language:	Social media, validity, medium, style, diction, command of conventions,

Learning Experience # 5	
Task Description: *The teacher may… so that students can…*	The teacher may provide a professional debate (e.g. guest speakers or video) so that students can begin to understand basic constructs of argument and counterargument. [*Understanding text, critiquing text*]
Generalization Connection(s):	Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
Teacher Resources:	https://www.youtube.com/watch?v=BOFBkR9s_gU Visual of Debate http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking (2 column notes)
Student Resources:	http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking (2 column notes)

Assessment:	Students will create two column notes comparing and contrasting the two viewpoints presented in the debate examples.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may provide major points of the debate.	Student may give supporting quotations for major points.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may ask student to evaluate who did a better job and why.	Student may evaluate which debater did better and explain why.
Critical Content:	• Elements of argumentation and claim structures • Evidence or manifestations of author credibility • Text structures used for argumentative/persuasive texts • Rhetorical and reasoning strategies • Presentation skills and techniques for delivering information • What makes a generalization valid or faulty • The evaluation process for determining validity of information • The purpose of valid reasoning	
Key Skills:	• Delineate and evaluate an argument and specific claims in a text • Differentiate between valid and faulty generalizations • Prove reasoning is helpful when explaining an opinion	
Critical Language:	Argument, counter argument, claim, reasoning, rhetoric, presentations skills and techniques, generalization	

Learning Experience # 6	
Task Description: *The teacher may… so that students can…*	The teacher may use mentor texts (e.g. videos of speeches, debates, and written arguments) so that students can review and evaluate elements of argument: claim, evidence, ethos, pathos, logos. [*Understanding text, responding to text, critiquing text*]
Generalization Connection(s):	Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
Teacher Resources:	http://www.storyboardthat.com/articles/education/writing/ethos-pathos-logos (Teacher Lesson Plan for Argumentative Appeals) www.youtube.com/watch?v=oKtQEnERhSY (YouTube Appeals) http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html (Ethos, Pathos,

	Logos)
	http://www.mychandlerschools.org/cms/lib6/AZ01001175/Centricity/Domain/6303/ethos-pathos-logos-superhero.pptx (Ethos, Pathos, Logos).
	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CCQQtwIwAWoVChMI1f3L7LvxxgIVkJmICh2rUg0C&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DoKtQEnERhSY&ei=tvqwVdXKHZCzogSrpbUQ&usg=AFQjCNHMeRuRrHBWbSywyiXxwJXUlRf9pA&sig2=8mLLkDZE2XfEJO-HpWYHIQ (Ethos, Pathos, Logos).
	http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm (Outline Format Worksheet)
	http://www.pewinternet.org/2013/05/21/what-teens-said-about-social-media-privacy-and-online-identity/ (What Teens Say About Social Media)
	https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6 (A Teenager's View on Social Media)
	http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html ("I'm 16 and I Think all Teens NEED Facebook)
	http://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/ (The Upside of Selfies: social media isn't all bad for teens)
	http://indianaeconomicdigest.com/main.asp?SectionID=31&SubSectionID=92&ArticleID=77676 (Commentary: Too much time on social media not healthy for teens)
	http://socialnetworking.procon.org (Are Social Networking Sites Good for Our Society? From www.procon.org)
	http://www.education.com/reference/article/pros-cons-social-networking-teenagers/ ("The Pros and Cons of Social Networking for Teenagers: A Parent's Guide" from www.education.com)
	http://www.theatlantic.com/technology/archive/2014/06/facebook-texting-teens-instagram-snapchat-most-popular-social-network/373043/ (Article from The Atlantic on teens and social media)
Student Resources:	http://www.pewinternet.org/2013/05/21/what-teens-said-about-social-media-privacy-and-online-identity/ (What Teens Say About Social Media)
	https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6 (A Teenager's View on Social Media)
	http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html ("I'm 16 and I Think all Teens NEED Facebook)
	http://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/ (The Upside of Selfies: social media isn't all bad for teens)
	http://indianaeconomicdigest.com/main.asp?SectionID=31&SubSectionID=92&ArticleID=77676 (Commentary: Too much time on social media not healthy for teens)
	http://socialnetworking.procon.org (Are Social Networking Sites Good for Our Society? From www.procon.org)
	http://www.education.com/reference/article/pros-cons-social-networking-teenagers/ ("The Pros and Cons of Social Networking for Teenagers: A Parent's Guide" from www.education.com)
Assessment:	Students will provide a critique of the oral or written argument.

Differentiation:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
(Multiple means for students to access	Teachers may focus the critique on specific elements of the	Student may identify claim and supporting evidence.

content and multiple modes for student to express understanding.)	argument.	Student may identify examples of ethos, pathos, logos.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may extend the required amount of evidence.	Student may submit an annotated argument along with their written critique.
Critical Content:	• Different mediums for presenting information • Elements of argumentation and claim structures • Text structures used for argumentative/persuasive texts • Rhetorical and reasoning strategies • The importance and purpose of writing conventions • What makes a generalization valid or faulty • The purpose of valid reasoning	
Key Skills:	• Delineate and evaluate an argument and specific claims in a text • Determine the credibility of an author	
Critical Language:	ethos, pathos, logos, generalization, presentation skills, claim, counter claim, influence, argumentative structure, persuasive essay, rhetorical techniques/appeals.	

Learning Experience # 7	
Task Description: ***The teacher may… so that students can…***	The teacher may provide multiple argumentative texts (e.g. include those in the previous Learning Experience) so that students can begin to critique for credibility and/or bias. [*Understanding text, responding to text, critiquing text*]
Generalization Connection(s):	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=4#student-assessment (Credibility) https://www.cerias.purdue.edu/education/k-12/teaching_resources/lessons_presentations/SITECREDIBILITY2.pdf (Evaluation Tool) https://www.college.columbia.edu/academics/integrity-sourcecredibility (Student Resource for Evaluating Credibility) http://www.annenbergclassroom.org/page/the-credibility-challenge (Student Resource Credibility) http://www.pewinternet.org/2013/05/21/what-teens-said-about-social-media-privacy-and-online-identity/ (What Teens Say About Social Media) https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6 (A Teenager's View on Social Media) http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html ("I'm 16 and I Think all Teens NEED Facebook) http://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/ (The Upside of Selfies: social media isn't all bad for teens)

	http://indianaeconomicdigest.com/main.asp?SectionID=31&SubSectionID=92&ArticleID=77676 (Commentary: Too much time on social media not healthy for teens) http://socialnetworking.procon.org (Are Social Networking Sites Good for Our Society? From www.procon.org) http://www.education.com/reference/article/pros-cons-social-networking-teenagers/ ("The Pros and Cons of Social Networking for Teenagers: A Parent's Guide" from www.education.com)	
Student Resources:	https://www.college.columbia.edu/academics/integrity-sourcecredibility (Student Resource for Evaluating Credibility) http://www.annenbergclassroom.org/page/the-credibility-challenge (Student Resource Credibility) http://www.pewinternet.org/2013/05/21/what-teens-said-about-social-media-privacy-and-online-identity/ (What Teens Say About Social Media) https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6 (A Teenager's View on Social Media) http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html ("I'm 16 and I Think all Teens NEED Facebook") http://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/ (The Upside of Selfies: social media isn't all bad for teens) http://indianaeconomicdigest.com/main.asp?SectionID=31&SubSectionID=92&ArticleID=77676 (Commentary: Too much time on social media not healthy for teens) http://socialnetworking.procon.org (Are Social Networking Sites Good for Our Society? From www.procon.org) http://www.education.com/reference/article/pros-cons-social-networking-teenagers/ ("The Pros and Cons of Social Networking for Teenagers: A Parent's Guide" from www.education.com)	
Assessment:	Student will assess assigned sources for credibility and give evidence to support their reasoning.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may allow for partner work. Teacher may provide a highlighted text and ask students to explain how the highlighting shows bias or establishes credibility	Student may, individually or with partners, explain the highlighted part of the text.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may offer alternative words for the words in the original text that will reduce or change the bias. Students may explain the impact of the biased words.
Critical Content:	• Evidence or manifestations of author credibility • What makes a generalization valid or faulty • The evaluation process for determining validity of information • The purpose of valid reasoning	
Key Skills:	• Determine the credibility of an author	

	• Differentiate between valid and faulty generalizations • Evaluate online information to determine validity
Critical Language:	credibility, validity, evaluation,

Learning Experience # 8		
Task Description: *The teacher may… so that students can…*	The teacher may model search strategies (e.g. key word search) so that students can begin considering effective steps in the research process. **Teacher note**: This Learning Experience begins the researching portion of the unit. [*Producing text*]	
Generalization Connection(s):	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods	
Teacher Resources:	http://www.esc20.net/users/0085/Exhibitor/Nancy%20Rodriguez%20question%20development.pdf (Inquiry Lesson Plan) https://www.youtube.com/watch?v=LWLYCYeCFak (Video for Inquiry question). https://learnzillion.com/lessons/1204-generate-research-questions (Teaching Inquiry Questions). https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf (Intro to argument writing from George Hillocks, Jr.) http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/?_r=0 (Argument writing resources from The New York *Times*) http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html ("Developing Evidence-Based Arguments from Texts" from readwritethink.org)	
Student Resources:	https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems using Bloom's)	
Assessment:	Student will write 3-5 research questions for their research paper to begin their research.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may provide students will question stems. Teacher may assign research partners.	Student may work with partners to generate questions.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may ask students to develop additional questions to further research.	Student may write sub-questions or "follow-up" types of questions to deepen their research?
Critical Content:	• Different mediums for presenting information • Evidence or manifestations of author credibility • Rhetorical and reasoning strategies • What makes a generalization valid or faulty	

	• The purpose of valid reasoning
Key Skills:	• Evaluate the advantages and disadvantages of using different mediums • Demonstrate a command of conventions through punctuation and spelling • Differentiate between valid and faulty generalizations • Prove reasoning is helpful when explaining an opinion • Use technology, including the Internet, to produce and publish writing and present information and/or ideas
Critical Language:	Inquiry, reasoning, technology, key word/search, inquiry based questions, evaluation, browser, search engine

Learning Experience # 9	
Task Description: *The teacher may… so that students can…*	The teacher may model notetaking and summarizing of argumentative articles so that students can begin using the three ways to cite textual evidence (summary, paraphrase, and direct quotations) in their research. [*Understanding text, responding to text*]
Generalization Connection(s):	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
Teacher Resources:	https://owl.english.purdue.edu/owl/resource/563/01/ (resource for paraphrase, summary, direct quotation) http://www.slahd.com/apps/download/2/EbXPLYTI2TfpWEPnVdgeux9KlTiL1i6Sl4rY2vWVrUqxjzd0.pdf/PlgrsmActPckt.pdf (Student worksheets on paraphrasing, summary, direct quotation) http://www.pewinternet.org/2013/05/21/what-teens-said-about-social-media-privacy-and-online-identity/ (What Teens Say About Social Media) https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6 (A Teenager's View on Social Media) http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html ("I'm 16 and I Think all Teens NEED Facebook) http://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/ (The Upside of Selfies: social media isn't all bad for teens) http://indianaeconomicdigest.com/main.asp?SectionID=31&SubSectionID=92&ArticleID=77676 (Commentary: Too much time on social media not healthy for teens) http://socialnetworking.procon.org (Are Social Networking Sites Good for Our Society? From www.procon.org) http://www.education.com/reference/article/pros-cons-social-networking-teenagers/ ("The Pros and Cons of Social Networking for Teenagers: A Parent's Guide" from www.education.com)
Student Resources:	https://owl.english.purdue.edu/owl/resource/563/01/ (resource for paraphrase, summary, direct quotation) http://www.slahd.com/apps/download/2/EbXPLYTI2TfpWEPnVdgeux9KlTiL1i6Sl4rY2vWVrUqxjzd0.pdf/PlgrsmActPckt.pdf (Student worksheets on paraphrasing, summary, direct Quotation) http://www.pewinternet.org/2013/05/21/what-teens-said-about-social-media-privacy-and-online-identity/ (What Teens Say About Social Media) https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6 (A Teenager's View on Social Media) http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html ("I'm 16 and I Think all Teens NEED Facebook)

	http://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/ (The Upside of Selfies: social media isn't all bad for teens) http://indianaeconomicdigest.com/main.asp?SectionID=31&SubSectionID=92&ArticleID=77676 (Commentary: Too much time on social media not healthy for teens) http://socialnetworking.procon.org (Are Social Networking Sites Good for Our Society? From www.procon.org) http://www.education.com/reference/article/pros-cons-social-networking-teenagers/ ("The Pros and Cons of Social Networking for Teenagers: A Parent's Guide" from www.education.com)
Assessment:	Students will turn in completed worksheet on summary, paraphrase, and direct quotations.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• Evidence or manifestations of author credibility • The evaluation process for determining validity of information
Key Skills:	• Differentiate between valid and faulty generalizations • Evaluate online information to determine validity
Critical Language:	Summary, paraphrase, direct quote

Learning Experience # 10	
Task Description: *The teacher may… so that students can…*	The teacher may present mentor texts to model MLA citations so that students can begin to understand the ethics and structure of honoring other writers' works. [*Understanding text, producing text*]
Generalization Connection(s):	Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
Teacher Resources:	https://www.youtube.com/watch?v=Pmab92ghG0M (Citation Video) http://www.lakewoodcityschools.org/UserFiles/file/Harding%20Library%20Documents/MLA%20Style%20Guide%20for%20Middle%20Schools--Guidelines%20for%20Making%20a%20Bibliography%20and%20Documenting%20Sources-DRAFT.pdf (Teaching Citations to MS students) https://www.youtube.com/watch?v=gjjG1LYzxlM (Citation Video)

	http://www.frsd.k12.nj.us/cms/lib01/NJ01001104/Centricity/Domain/736/MLA%20Style%20Guide.pdf (Student MLA resource) http://cdaschools.org/cms/lib07/ID01906304/Centricity/Domain/654/Middle%20School%20MLA.pdf (Student Guide MLA)
Student Resources:	http://www.frsd.k12.nj.us/cms/lib01/NJ01001104/Centricity/Domain/736/MLA%20Style%20Guide.pdf (Student MLA resource) http://cdaschools.org/cms/lib07/ID01906304/Centricity/Domain/654/Middle%20School%20MLA.pdf (Student Guide MLA)
Assessment:	Students will draft a works cited page and show in-text citations in drafts of the research paper. This may be an on-going formative assessment.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may provide a works cited template and limit the number of sources or types of sources for students.	Students may complete the works cited template.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	- Different mediums for presenting information - Elements of argumentation and claim structures - Evidence or manifestations of author credibility - Text structures used for argumentative/persuasive texts - Rhetorical and reasoning strategies - The importance and purpose of writing conventions - What makes a generalization valid or faulty - The evaluation process for determining validity of information - The purpose of valid reasoning
Key Skills:	- Evaluate the advantages and disadvantages of using different mediums - Delineate and evaluate an argument and specific claims in a text - Determine the credibility of an author - Write an argumentative/persuasive essay with clear reasons and relevant evidence - Demonstrate a command of conventions through punctuation and spelling - Differentiate between valid and faulty generalizations - Evaluate online information to determine validity - Prove reasoning is helpful when explaining an opinion - Use technology, including the Internet, to produce and publish writing and present information and/or ideas
Critical Language:	ethos, pathos, logos, argumentations, claim, counter claim, thesis, rhetoric, citation, generalization, validity, technology

Learning Experience # 11		
Task Description: ***The teacher may… so that students can…***	The teacher may use mentor texts and video so that students can consider and categorize qualities of effective speech techniques. [*Understanding text, critiquing text*]	
Generalization Connection(s):	Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers	
Teacher Resources:	http://teenadvice.about.com/od/schoolstuff/tp/oral_presentation_prep.htm (student speech tips) http://www.beaconlearningcenter.com/documents/544_01.pdf (impromptu speech rubric) http://homeworktips.about.com/od/speechclass/a/Impromptu-Speech-Topics.htm (List of impromptu topics) https://www.youtube.com/watch?v=-3ywrgCA-1I (body Language video) https://www.youtube.com/watch?v=cFLjudWTuGQ (body Language video) http://www.artofcommunicating.com.au/public_speaking%20tips/body%20language_gestures.html body Language) http://www.genardmethod.com/blog-detail/view/135/5-key-body-language-tips-of-public-speaking (body Language)	
Student Resources:	http://teenadvice.about.com/od/schoolstuff/tp/oral_presentation_prep.htm (student speech tips) http://www.beaconlearningcenter.com/documents/544_01.pdf (impromptu speech rubric)	
Assessment:	Student will create a 1 minute persuasive impromptu speech for teacher to assess presentation skills.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may give student a choice of topics to choose from.	Student will create a 1 minute impromptu speech for teacher to assess presentation skills.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Elements of argumentation and claim structures • Rhetorical and reasoning strategies • Presentation skills and techniques for delivering information	
Key Skills:	• Present claims and findings in a brief presentation using evidence and reasoning	
Critical Language:	Impromptu persuasive speech. Enunciation, diction, posture, volume, eye contact, pitch, speed, tempo, word choice, gestures.	

Learning Experience # 12	
Task Description: ***The teacher may… so that students can…***	The teacher may model powerful persuasive argument so that students can begin considering the connections between audience, presentation approaches, and the presentation. [*Understanding text, responding to text, producing text*]

Generalization Connection(s):	Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods
Teacher Resources:	https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf (debate rules) http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml (debate rules, rubrics, other resources) http://www.lessonplans4teachers.com/debate.php (debate resources) http://course1.winona.edu/shatfield/air/classdebate.pdf (debate rubric) http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf (how to create mini-debates) https://www.esuus.org/esu/programs/middle_school_debate/educators/lesson_plans_teaching_materials/ (debate resources) http://www.saskdebate.com/media/2875/2007gamesandactivitiesguide.pdf (debate resources)
Student Resources:	https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf (debate rules) http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml (debate rules, rubrics, other resources) http://course1.winona.edu/shatfield/air/classdebate.pdf (debate rubric)
Assessment:	Students will debate on previously researched topic and turn in outline.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may use flexible grouping, or perform a student/teacher individual presentation on topic.	Students may debate on previously researched topic or present to teacher.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	- Elements of argumentation and claim structures - Text structures used for argumentative/persuasive texts - Rhetorical and reasoning strategies - Presentation skills and techniques for delivering information - What makes a generalization valid or faulty - The evaluation process for determining validity of information - The purpose of valid reasoning
Key Skills:	- Delineate and evaluate an argument and specific claims in a text - Determine the credibility of an author - Present claims and findings in a brief presentation using evidence and reasoning - Differentiate between valid and faulty generalizations - Prove reasoning is helpful when explaining an opinion
Critical Language:	Claim, counterclaim, structure, credibility, evidence, rhetoric, reasoning, speech skills and techniques, diction, voice

Learning Experience # 13	
Task Description: *The teacher may… so that students can…*	The teacher may model powerful persuasive written arguments so that students can begin considering the connections between audience, writer, and argument. **Teacher note**: This learning experience transitions students from the debate they have researched to writing their formal argument.
Generalization Connection(s):	Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values
Teacher Resources:	https://docs.google.com/a/wrayschools.org/file/d/0B2ovxAdU1WJxMG9QMUhwMW15cWc/edit (rubric argumentative essay) https://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf (student worksheet argument structure) http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm (outline format worksheet) http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars) http://www.materlakes.org/ourpages/auto/2011/9/9/52676356/WritingProcess.pdf (student resource writing process) http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html (writing process)
Student Resources:	https://docs.google.com/a/wrayschools.org/file/d/0B2ovxAdU1WJxMG9QMUhwMW15cWc/edit (rubric argumentative essay) https://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf (student worksheet argument structure) http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm (outline format worksheet)
Assessment:	Performance Assessment: You have been selected to serve on a cyber bullying task force in your district to examine and explore the cyber bullying risks of different social media – Facebook, Twitter, SnapChat, Instagram. Your argument will include an explanation of the social media platform or type, its value, and why it poses a cyber bullying threat to teens. You should also include what steps can be taken to prevent cyberbullying. Your argument will be considered by the school student council, administrators, and the parents of the community. Your researched persuasive essay should include accurately documented resources using MLA style.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide a framed essay or less support requirements.	Students will write a researched persuasive essay documented in MLA defending a position on a social media topic.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	Teachers may require extended evidence and more in depth research.	Students will write a researched persuasive essay documented in MLA defending a position on a social media topic.
Critical Content:	• Different mediums for presenting information • Elements of argumentation and claim structures • Evidence or manifestations of author credibility • Text structures used for argumentative/persuasive texts • Rhetorical and reasoning strategies • The importance and purpose of writing conventions • What makes a generalization valid or faulty • The evaluation process for determining validity of information • The purpose of valid reasoning	
Key Skills:	• Evaluate the advantages and disadvantages of using different mediums • Delineate and evaluate an argument and specific claims in a text • Determine the credibility of an author • Write an argumentative/persuasive essay with clear reasons and relevant evidence • Demonstrate a command of conventions through punctuation and spelling • Differentiate between valid and faulty generalizations • Evaluate online information to determine validity • Prove reasoning is helpful when explaining an opinion • Use technology, including the Internet, to produce and publish writing and present information and/or ideas	
Critical Language:	ethos, pathos, logos, generalization, claim, counter claim, influence, argumentative structure, persuasive essay, rhetorical techniques and appeals.	