Unit Title: Facebook of Face-to-Face

INSTRUCTIONAL UNIT AUTHORS

Wray School District

BASED ON A CURRICULUM OVERVIEW
SAMPLE AUTHORED BY

Clear Creek School District
Erica Riley

Delta School District
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
### Curriculum Development Course at a Glance
Planning For 8th Grade Reading, Writing, and Communicating

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Reading, Writing, and Communicating</th>
<th>Grade Level</th>
<th>8th Grade</th>
</tr>
</thead>
</table>

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

### Colorado 21st Century Skills
- Critical Thinking and Reasoning: Thinking Deeply, Thinking Differently
- Information Literacy: Untangling the Web
- Self-Direction: Own Your Learning
- Invention: Creating Solutions

### Text Complexity

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook or face-to-face? (Persuasion and Intent)</td>
<td>9 weeks</td>
<td>3</td>
</tr>
</tbody>
</table>

Authors of the Sample: Michael Badzik, Valery Billig, Madison Fitz, Kelley Rebis, Kara Schroyer, Shelly Wade (Wray School District)
Course/Grade: 8th Grade English Language Arts
Date Completed: July 2015
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Facebook or face-to-face?</th>
<th>Length of Unit</th>
<th>9 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Persuasion/Intent</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>RWC10-GR.8.S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RWC10-GR.8.S.4-GLE.1</td>
<td>RWC10-GR.8.S.4-GLE.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RWC10-GR.8.S.4-GLE.3</td>
<td></td>
</tr>
<tr>
<td>In content:</td>
<td></td>
<td>In reading:</td>
<td></td>
</tr>
<tr>
<td>Design, influence, system, perspective, bias, balance, connections, interaction, value, innovation, relevance, desire</td>
<td>theme, diction, textual support, author’s purpose, reasoning, subject matter, medium, media, interpretation, conflict, inference, <em>appeals</em> (ethos, pathos, logos)</td>
<td>argument, thesis, persuasion, evidence, comparison, claims, counterclaims, <em>appeals</em> (ethos, pathos, logos), rhetorical techniques, style, purpose, audience</td>
<td></td>
</tr>
</tbody>
</table>

### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>What is the author’s intent? (RWC10-GR.8.S.2-GLE.2.EO.b.iii)</td>
<td>Why challenge the status quo?</td>
</tr>
<tr>
<td></td>
<td>What are the dynamics of discussion? (RWC10-GR.8.S.1-GLE.2.EO.c-e)</td>
<td>What needs to happen to move from discussion to action? (RWC10-GR.8.S.1-GLE.2-RA.1)</td>
</tr>
<tr>
<td>Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience (RWC10-GR.8.S.3-GLE.2.EO.a.i-xi).</td>
<td>How do you determine your audience (RWC10-GR.8.S.3-GLE.3.EO.d)?</td>
<td>Why is determining an audience essential in writing (RWC10-GR.8.S.3-GLE.2-EO.a.x)?</td>
</tr>
<tr>
<td></td>
<td>How do you choose an appropriate voice for your audience (RWC10-GR.8.S.3-GLE.3.EO.e)?</td>
<td>Why does a writer use claims and reasoning to persuade an audience (RWC10-GR.8.S.3-GLE.2-EO.a.vii)?</td>
</tr>
<tr>
<td>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).</td>
<td>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)</td>
<td>Why is the credibility of an author important? (RWC10-GR.8.S.2-GLE.2-RA.2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why it is important for a reader to evaluate online</td>
</tr>
</tbody>
</table>

Authors of the Sample: Michael Badzik, Valery Billig, Madison Fitz, Kelley Rebis, Kara Schroyer, Shelly Wade (Wray School District)

Course/Grade: 8th Grade English Language Arts

Date Completed: July 2015
## Curriculum Development Unit Overview

### Unit Planning For 8th Grade Reading, Writing, and Communicating

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-EQ.a-d).

<table>
<thead>
<tr>
<th>Information and effectively locate reliable information sources? (RWC10-GR.8-S.2-GLE.2-RA.4)</th>
<th>Does quality reasoning enhance media? (RWC10-GR.8-S.4-GLE.3-N.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does someone determine the logic of an issue and support it with reasoning? (RWC10-GR.8-S.4-GLE.3-RA.4)</td>
<td>What does “social media” include/entail? (RWC10-GR.8-S.2-GLE.2-EQ.a-vi)</td>
</tr>
<tr>
<td>What is intention? (RWC10-GR.8-S.2-GLE.2-EQ.b.i-iii)</td>
<td>What is intention? (RWC10-GR.8-S.2-GLE.2-EQ.b.i-iii)</td>
</tr>
</tbody>
</table>

### Critical Content:

**My students will Know...**

- Different mediums for presenting information (RWC10-GR.8-S.2-GLE.2-EQ.c.i)
- Elements of argumentation and claim structures (RWC10-GR.8-S.2-GLE.2-EQ.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-EQ.a.i-xi)
- Rhetorical and reasoning strategies (RWC10-GR.8-S.4-GLE.3-RA.1)
- The importance and purpose of writing conventions (RWC10-GR.8-S.3-GLE.3-EQ.b-c)
- Presentation skills and techniques for delivering information (RWC10-GR.8-S.1-GLE.2-EQ.a)
- What makes a generalization valid or faulty (RWC10-GR.8-S.4-GLE.2-EQ.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)

### Key Skills:

**My students will be able to (Do)...**

- Evaluate the advantages and disadvantages of using different mediums (RWC10-GR.8-S.2-GLE.2-EQ.c.i)
- Delineate and evaluate an argument and specific claims in a text (RWC10-GR.8-S.2-GLE.2-EQ.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-EQ.a.i-xi) and (RWC10-GR.8-S.3-GLE.2-RA.4)
- Demonstrate a command of conventions through punctuation and spelling (RWC10-GR.8-S.3-GLE.3-EQ.b-c)
- Present claims and findings in a brief presentation using evidence and reasoning (RWC10-GR.8-S.1-GLE.2-EQ.a)
- Differentiate between valid and faulty generalizations (RWC10-GR.8-S.4-GLE.2-EQ.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-EQ.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."
Curriculum Development Unit Overview
Unit Planning For 8th Grade Reading, Writing, and Communicating

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Subliminal, intention, thesis, conflict, interpretation, influence, interaction, relevancy, ascertain, cogent, claim/counterclaim, warrant, evaluate, demonstrate, determine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Appeals (ethos, pathos, logos), rhetorical techniques, style, diction</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
</table>

Authors of the Sample: Michael Badzik, Valery Billig, Madison Fitz, Kelley Rebis, Kara Schroyer, Shelly Wade (Wray School District)
Course/Grade: 8th Grade English Language Arts
Date Completed: July 2015
### Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Teacher Resources</th>
<th>Student Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In thinking like a writer, students will evaluate and trace a speaker’s argument and provide constructive feedback</td>
<td><a href="http://www.writingfix.com">www.writingfix.com</a> (persuasive writing strategies)</td>
<td>Graphic organizers Video clips of persuasive speeches, other arguments, advertisements, Public Service Announcements</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf">http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf</a> (handouts to critique speeches and other resources)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student Resources:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Skills:</strong></td>
<td>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</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students will complete graphic organizers analyzing text structure, elements of argument (claim, evidence, data), persuasive techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students will annotate short text in which they identify biased language and other text features</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral discussion, conferencing</td>
</tr>
<tr>
<td>2.</td>
<td>In thinking like a writer, students will evaluate the credibility of a variety of sources and cite accurately and ethically</td>
<td>N/A</td>
<td><a href="http://kathyschrock.net/abceval/5ws.pdf">http://kathyschrock.net/abceval/5ws.pdf</a> (Five Ws of Website Evaluation (criteria/questions for evaluating website sources)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/evaluating-onlineresources">http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/evaluating-onlineresources</a> (Edsitement resource for evaluating online resources)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Skills:</strong></td>
<td>Identify/recognize bias in language; recognize sources within their resources (.edu, .com, various authors and publishers); define “credibility”; distinguish fact from opinion</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students will evaluate sources for credibility.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students will summarize, paraphrase and directly quote various sources; students will accurately use MLA format for in-text and works cited page</td>
</tr>
</tbody>
</table>
### Instructional Unit Development

#### Unit Planning For 8th Grade Reading, Writing, and Communicating

<table>
<thead>
<tr>
<th>Student Resources:</th>
<th>web site <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html">http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html</a> (resource for ethos, pathos, logos)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills:</td>
<td>Use/analyze rhetorical appeals, structure persuasive claim/counterclaim, use/analyze various mediums.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will complete exit tickets and two-column notes for responding to validity of websites.</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Task Description:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalization Connection(s):</td>
<td>The reach of social media provides a powerful venue through which individual’s may seek to manipulate or influence others’ beliefs and values.</td>
</tr>
<tr>
<td>Teacher Resources:</td>
<td><a href="http://byutv.org/">http://byutv.org/</a> (YouTube Studio C on Facebook)</td>
</tr>
<tr>
<td></td>
<td><a href="http://mashable.com/2012/06/05/twitter-for-beginners/">http://mashable.com/2012/06/05/twitter-for-beginners/</a> (Twitter for beginners)</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=TMxTyFiEus4">https://www.youtube.com/watch?v=TMxTyFiEus4</a> (How to use SnapChat)</td>
</tr>
<tr>
<td>Student Resources:</td>
<td><a href="http://byutv.org/">http://byutv.org/</a> (YouTube Studio C on Facebook)</td>
</tr>
<tr>
<td></td>
<td><a href="http://mashable.com/2012/06/05/twitter-for-beginners/">http://mashable.com/2012/06/05/twitter-for-beginners/</a> (Twitter for beginners)</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=TMxTyFiEus4">https://www.youtube.com/watch?v=TMxTyFiEus4</a> (How to use SnapChat)</td>
</tr>
<tr>
<td>Assessment:</td>
<td>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.</td>
</tr>
</tbody>
</table>
Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 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://blog.hubspot.com/marketing/tweet-formulas-to-get-you-started-on-twitter](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](http://www.adweek.com/socialtimes/the-perfect-tweet/447086) (How to Tweet)
- [https://leveragenewagemedia.com/blog/social-media-infographic/](https://leveragenewagemedia.com/blog/social-media-infographic/) (Infographic comparing social media sites)
- [http://www.socialmediatoday.com/content/ultimate-history-facebook-infographic](http://www.socialmediatoday.com/content/ultimate-history-facebook-infographic) (History of Facebook)
- [http://www.socialnomics.net/2013/01/23/the-history-of-twitter/](http://www.socialnomics.net/2013/01/23/the-history-of-twitter/) (History of Twitter)
- [https://www.washingtonpost.com/apps/g/page/business/timeline-of-tweeters-history/570/](https://www.washingtonpost.com/apps/g/page/business/timeline-of-tweeters-history/570/) (Timeline of Twitter)

Student Resources:
- [http://blog.hubspot.com/marketing/tweet-formulas-to-get-you-started-on-twitter](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](http://www.adweek.com/socialtimes/the-perfect-tweet/447086) (How to Tweet)
### Instructional Unit Development

**Unit Planning For 8th Grade Reading, Writing, and Communicating**

| 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-tweets-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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may provide a framed sentence or sentence starter.</td>
<td>Student may complete the sentence starter in a 140 character tweet summarizing their research.</td>
</tr>
</tbody>
</table>

**Extensions for depth and complexity:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may ask students to summarize their research in 80 characters.</td>
<td>Student may create an 80 character tweet summarizing their research.</td>
</tr>
</tbody>
</table>

**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 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
### Instructional Unit Development

**Unit Planning For 8th Grade Reading, Writing, and Communicating**

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
<th>The reach of social media provides a powerful venue through which individual’s may seek to manipulate or influence others’ beliefs and values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resources:</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will create a list of 10 tips for determining invalid statements/arguments.</td>
</tr>
<tr>
<td>Differentiation:</td>
<td><strong>Access</strong> (Resources and/or Process)</td>
</tr>
<tr>
<td></td>
<td>The teacher will provide a few of the tips for determining invalid statements/arguments.</td>
</tr>
<tr>
<td></td>
<td><strong>Expression</strong> (Products and/or Performance)</td>
</tr>
<tr>
<td></td>
<td>The student will create a list of 10 tips for determining invalid statements/arguments.</td>
</tr>
<tr>
<td>Extensions for depth and complexity:</td>
<td><strong>Access</strong> (Resources and/or Process)</td>
</tr>
<tr>
<td></td>
<td>The teacher may ask for 3-5 more tips for determining invalid statements/arguments.</td>
</tr>
<tr>
<td></td>
<td><strong>Expression</strong> (Products and/or Performance)</td>
</tr>
<tr>
<td></td>
<td>The student will create a list of 10 tips for determining invalid statements/arguments.</td>
</tr>
<tr>
<td>Critical Content:</td>
<td>• Evidence or manifestations of author credibility</td>
</tr>
<tr>
<td></td>
<td>• What makes a generalization valid or faulty</td>
</tr>
<tr>
<td></td>
<td>• The evaluation process for determining validity of information</td>
</tr>
<tr>
<td></td>
<td>• The purpose of valid reasoning</td>
</tr>
<tr>
<td>Key Skills:</td>
<td>• Delineate and evaluate an argument and specific claims in a text</td>
</tr>
<tr>
<td></td>
<td>• Determine the credibility of an author</td>
</tr>
<tr>
<td></td>
<td>• Differentiate between valid and faulty generalizations</td>
</tr>
<tr>
<td></td>
<td>• Evaluate online information to determine validity</td>
</tr>
<tr>
<td>Critical Language:</td>
<td>Validity, faulty, fact and opinion, reasoning, credibility,</td>
</tr>
</tbody>
</table>

### Learning Experience # 4

**Task Description:**
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.
# Instructional Unit Development
## Unit Planning For 8th Grade Reading, Writing, and Communicating

### Teacher Resources:
- [Twitter Template](https://www.teacherspayteachers.com/Product/Twitter-Template-Social-Media-Lite-Version-1200645)
- [Tips for Social Media Etiquette](http://www.businessknowhow.com/internet/socialmediaetiquette.htm)
- [Tips for Social Media Etiquette](http://mashable.com/2013/10/14/twitter-etiquette/)

### Student Resources:
- [Twitter Template](https://www.teacherspayteachers.com/Product/Twitter-Template-Social-Media-Lite-Version-1200645)

### 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).

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may decrease the required number of responses and statements.</td>
<td>Students may develop statements and questions about social media and respond to their peers.</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may extend the number of evidence support for their responses.</td>
<td>Students may develop statements and questions about social media and respond to their peers.</td>
</tr>
</tbody>
</table>

### 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:
- [Visual of Debate](https://www.youtube.com/watch?v=BOFbR9s_gU)
- [2 column notes](http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking)

#### Student Resources:
- [2 column notes](http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking)
### 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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher may provide major points of the debate.</td>
<td>Student may give supporting quotations for major points.</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher may ask student to evaluate who did a better job and why.</td>
<td>Student may evaluate which debater did better and explain why.</td>
</tr>
</tbody>
</table>

### 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:
- [www.youtube.com/watch?v=oKtQEnERhSY](https://www.youtube.com/watch?v=oKtQEnERhSY) (YouTube Appeals)
- [http://www.readwritethink.org/classroom-resources.lesson-plans/persuasive-techniques-advertising-1166.html](http://www.readwritethink.org/classroom-resources.lesson-plans/persuasive-techniques-advertising-1166.html) (Ethos, Pathos, Logos)
### Instructional Unit Development

#### Unit Planning For 8th Grade Reading, Writing, and Communicating

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm">http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm</a> (Outline Format Worksheet)</td>
</tr>
<tr>
<td></td>
<td><a href="https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6">https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6</a> (A Teenager’s View on Social Media)</td>
</tr>
</tbody>
</table>

**Student Resources:**

| | [https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6](https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6) (A Teenager’s View on Social Media) |

**Assessment:**

Students will provide a critique of the oral or written argument.

<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple means for students to access)</td>
<td>Teachers may focus the critique on specific elements of the</td>
<td>Student may identify claim and supporting evidence.</td>
</tr>
</tbody>
</table>
## Instructional Unit Development

### Unit Planning For 8th Grade Reading, Writing, and Communicating

---

**Authors of the Sample:** Michael Badzik, Valery Billig, Madison Fitz, Kelley Rebis, Kara Schroyer, Shelly Wade (Wray School District)

**Course/Grade:** 8th Grade English Language Arts

**Date Completed:** July 2015

---

**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...

**Generalization Connection(s):**
Readers use reasoning and evaluation to recognize a writer’s persuasive intent and methods

**Teacher Resources:**
- [https://www.college.columbia.edu/academics/integrity-sourcecredibility](https://www.college.columbia.edu/academics/integrity-sourcecredibility) (Student Resource for Evaluating Credibility)
- [http://www.annenbergclassroom.org/page/the-credibility-challenge](http://www.annenbergclassroom.org/page/the-credibility-challenge) (Student Resource Credibility)
- [https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09a6](https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09a6) (A Teenager’s View on Social Media)
- [http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html](http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html) (“I’m 16 and I Think all Teens NEED Facebook)

---

**Extensions for depth and complexity:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher may extend the required amount of evidence.</td>
<td>Student may submit an annotated argument along with their written critique.</td>
</tr>
</tbody>
</table>

---

*content and multiple modes for student to express understanding.*

Student may identify examples of ethos, pathos, logos.
### Student Resources:

### 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)
- 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

#### Expression (Products and/or Performance)
- Student may, individually or with partners, explain the highlighted part of the text.

### Extensions for depth and complexity:

#### Access (Resources and/or Process)
- N/A

#### Expression (Products and/or Performance)
- 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
## Instructional Unit Development

**Unit Planning For 8th Grade Reading, Writing, and Communicating**

<table>
<thead>
<tr>
<th>Critical Language:</th>
<th>credibility, validity, evaluation,</th>
</tr>
</thead>
</table>

### Learning Experience # 8

**Task Description:**
The teacher may... so that students can...  
*The teacher may... so that students can...*

*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:**
- https://www.youtube.com/watch?v=LWLYCYeCFak (Video for Inquiry question).
- https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf (Intro to argument writing from George Hillocks, Jr.)
- 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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
</table>
| 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:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher may ask students to develop additional questions to further research.</td>
<td>Student may write sub-questions or “follow-up” types of questions to deepen their research?</td>
</tr>
</tbody>
</table>

**Critical Content:**
- Different mediums for presenting information
- Evidence or manifestations of author credibility
- Rhetorical and reasoning strategies
- What makes a generalization valid or faulty

Authors of the Sample: Michael Badzik, Valery Billig, Madison Fitz, Kelley Rebis, Kara Schroyer, Shelly Wade (Wray School District)
Course/Grade: 8th Grade English Language Arts
Date Completed: July 2015
### Key Skills:
- The purpose of valid reasoning
- 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

<table>
<thead>
<tr>
<th>Task Description:</th>
<th>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]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalization Connection(s):</td>
<td>Readers use reasoning and evaluation to recognize a writer’s persuasive intent and methods</td>
</tr>
</tbody>
</table>

### Teacher Resources:
- [https://owl.english.purdue.edu/owl/resource/563/01/](https://owl.english.purdue.edu/owl/resource/563/01/) (resource for paraphrase, summary, direct quotation)
- [http://www.slahd.com/apps/download/2/EbXPLYT12TpWEpnVdgeux9KItiL1i6Sl4rY2vWVrUqQjzd0.pdf/PlgrsmActPckt.pdf](http://www.slahd.com/apps/download/2/EbXPLYT12TpWEpnVdgeux9KItiL1i6Sl4rY2vWVrUqQjzd0.pdf/PlgrsmActPckt.pdf) (Student worksheets on paraphrasing, summary, direct quotation)
- [https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6](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](http://www.cnbc.com/2013/11/04/-think-all-teens-need-facebookcommentary.html) (“I’m 16 and I Think all Teens NEED Facebook”)

### Student Resources:
- [https://owl.english.purdue.edu/owl/resource/563/01/](https://owl.english.purdue.edu/owl/resource/563/01/) (resource for paraphrase, summary, direct quotation)
- [http://www.slahd.com/apps/download/2/EbXPLYT12TpWEpnVdgeux9KItiL1i6Sl4rY2vWVrUqQjzd0.pdf/PlgrsmActPckt.pdf](http://www.slahd.com/apps/download/2/EbXPLYT12TpWEpnVdgeux9KItiL1i6Sl4rY2vWVrUqQjzd0.pdf/PlgrsmActPckt.pdf) (Student worksheets on paraphrasing, summary, direct Quotation)
- [https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6](https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6) (A Teenager’s View on Social Media)
### Instructional Unit Development

**Unit Planning For 8th Grade Reading, Writing, and Communicating**

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Students will turn in completed worksheet on summary, paraphrase, and direct quotations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation:</td>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
</tr>
<tr>
<td>Extensions for depth and complexity:</td>
<td></td>
</tr>
</tbody>
</table>
| 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](https://www.youtube.com/watch?v=Pmab92ghG0M) (Citation Video)
- [https://www.youtube.com/watch?v=gjiG1YzxlM](https://www.youtube.com/watch?v=gjiG1YzxlM) (Citation Video)
| 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)  
Teacher may provide a works cited template and limit the number of sources or types of sources for students.  
Expression (Products and/or Performance)  
Students may complete the works cited template.  
| Extensions for depth and complexity: | Access (Resources and/or Process)  
N/A  
Expression (Products and/or Performance)  
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  

Authors of the Sample: Michael Badzik, Valery Billig, Madison Fitz, Kelley Rebis, Kara Schroyer, Shelly Wade (Wray School District)
Course/Grade: 8th Grade English Language Arts  
Date Completed: July 2015
<table>
<thead>
<tr>
<th>Learning Experience # 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Description:</strong> The teacher may... so that students can...</td>
</tr>
<tr>
<td><strong>Generalization Connection(s):</strong></td>
</tr>
</tbody>
</table>
| **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)  
https://www.youtube.com/watch?v=-3ywrgCA-1I (body Language video)  
https://www.youtube.com/watch?v=CFIjudWTuGQ (body Language video)  
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)**  
Teacher may give student a choice of topics to choose from.  
**Expression (Products and/or Performance)**  
Student will create a 1 minute impromptu speech for teacher to assess presentation skills. |
| **Extensions for depth and complexity:** | **Access (Resources and/or Process)**  
N/A  
**Expression (Products and/or Performance)**  
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. |

<table>
<thead>
<tr>
<th>Learning Experience # 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Description:</strong> The teacher may... so that students can...</td>
</tr>
</tbody>
</table>
### Generalization Connection(s):
Writer 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](https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf) (debate rules)
- [http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml) (debate rules, rubrics, other resources)
- [http://course1.winona.edu/shatfield/air/classdebate.pdf](http://course1.winona.edu/shatfield/air/classdebate.pdf) (debate rubric)
- [https://www.esuus.org/esu/programs/middle_school_debate/educators/lesson_plans_teaching_materials/](https://www.esuus.org/esu/programs/middle_school_debate/educators/lesson_plans_teaching_materials/) (debate resources)

### Student Resources:
- [https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf](https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf) (debate rules)
- [http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml) (debate rules, rubrics, other resources)
- [http://course1.winona.edu/shatfield/air/classdebate.pdf](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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may use flexible grouping, or perform a student/teacher individual presentation on topic.</td>
<td>Students may debate on previously researched topic or present to teacher.</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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/wray.schools.org/file/d/0B2ovxAdU1WJxMG9QMUhwMW15cW/edit](https://docs.google.com/a/wray.schools.org/file/d/0B2ovxAdU1WJxMG9QMUhwMW15cW/edit) (rubric argumentative essay)
- [http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm](http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm) (outline format worksheet)

#### Student Resources:

- [https://docs.google.com/a/wray.schools.org/file/d/0B2ovxAdU1WJxMG9QMUhwMW15cW/edit](https://docs.google.com/a/wray.schools.org/file/d/0B2ovxAdU1WJxMG9QMUhwMW15cW/edit) (rubric argumentative essay)
- [http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm](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):**
- Teachers may provide a framed essay or less support requirements.

**Expression (Products and/or Performance):**
- 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):**
### 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.