

Unit Title: Everything's An Argument

INSTRUCTIONAL UNIT AUTHORS

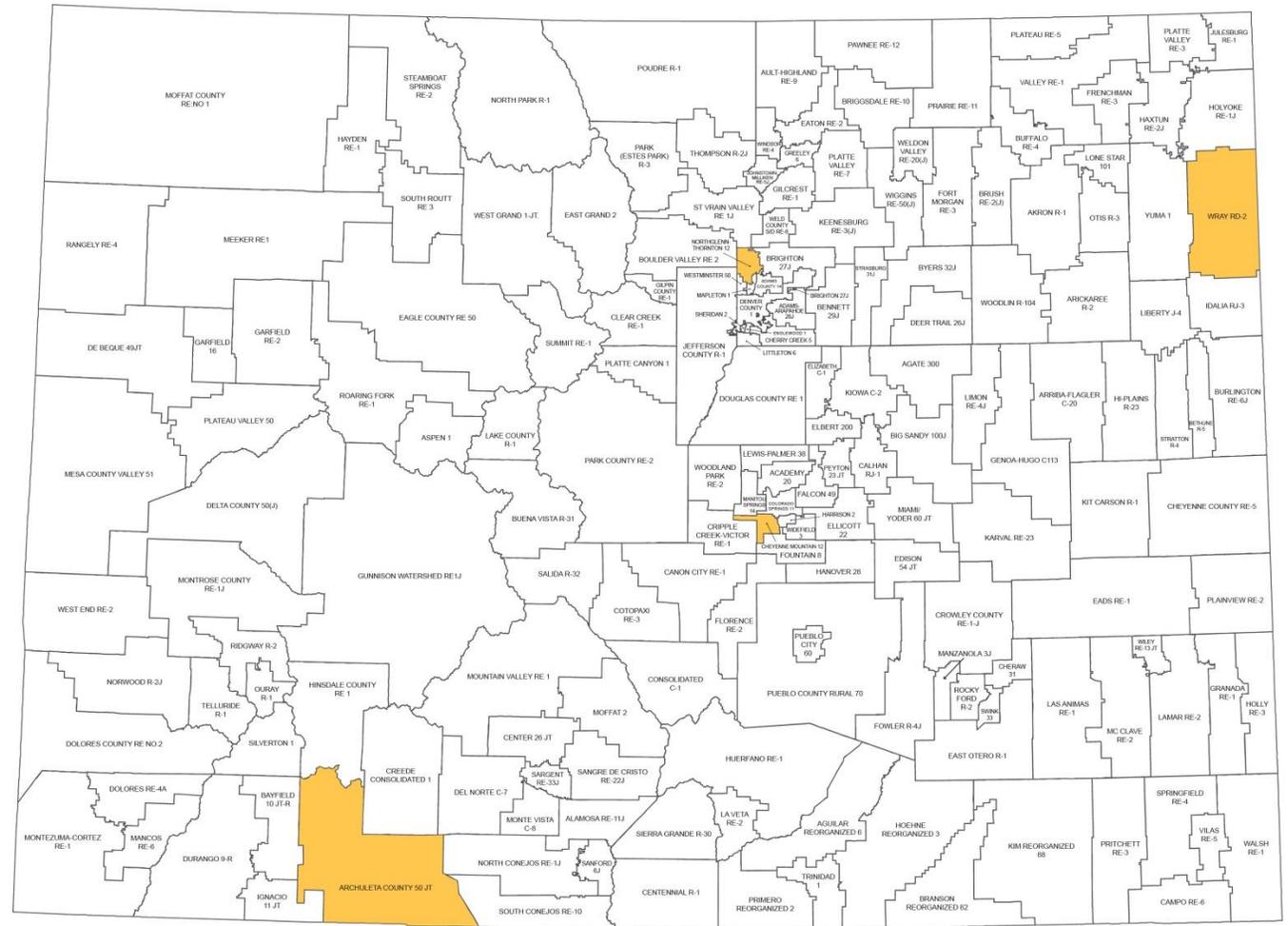
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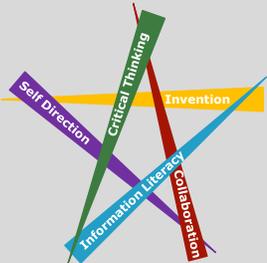
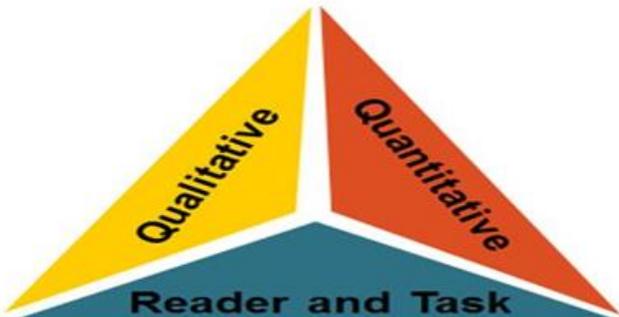
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Formal presentations require preparation and effective delivery	RWC10-GR.7-S.1-GLE.1	
	2. Small and large group discussions rely on active listening and the effective contributions of all participants	RWC10-GR.7-S.1-GLE.2	
2. Reading for All Purposes	1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts	RWC10-GR.7-S.2-GLE.1	
	2. Informational and persuasive texts are summarized and evaluated	RWC10-GR.7-S.2-GLE.2	
	3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts	RWC10-GR.7-S.2-GLE.3	
3. Writing and Composition	1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features	RWC10-GR.7-S.3-GLE.1	
	2. Organization is used when composing informational and persuasive texts	RWC10-GR.7-S.3-GLE.2	
	3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work	RWC10-GR.7-S.3-GLE.3	
4. Research and Reasoning	1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources	RWC10-GR.7-S.4-GLE.1	
	2. Logical information requires documented sources	RWC10-GR.7-S.4-GLE.2	
	3. Reasoned material is evaluated for its quality using both its logic and its use of a medium	RWC10-GR.7-S.4-GLE.3	
<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p align="center">Text Complexity</p> 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Everything's An Argument (Perspective)	8-9 weeks	3	

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Unit Title	Everything's An Argument		Length of Unit	8-9 weeks
Focusing Lens(es)	Influence	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.7-S.1-GLE.1 RWC10-GR.7-S.1-GLE.2 RWC10-GR.7-S.2-GLE.2	RWC10-GR.7-S.3-GLE.2 RWC10-GR.7-S.3-GLE.3 RWC10-GR.7-S.4-GLE.1 RWC10-GR.7-S.4-GLE.2 RWC10-GR.7-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How and why do people try to influence others? How do these people consider the needs and wants of the audience? (RWC10-GR.7-S.1-GLE.2-RA.2) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	Influence, Bias, Perspective, Balance, Diversity, Conflict/Argument, Value, Passion, Communication, Credibility, Speakers	Ethos, pathos, logos, paraphrasing, Analysis, Evaluation, Synthesis, Claims/evidence Compare/contrast, Cause/effect, Fact/opinion	Range of rhetorical devices to persuade/argue, Writing process – composing/revising/editing, Word choice, Presentation skills/speech/formal style, Audience and purpose, Persuasive devices	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Audiences/readers can make informed decisions about the influence of a text when they recognize a writers' possible bias/slant. (RWC10-GR.7-S.4-GLE.3-RA.2)	What is bias? What is slant? What are common logical fallacies? (RWC10-GR.7-S.4-GLE.3-RA.1) and (RWC10-GR.7-S.4-GLE.3-IQ.1)	How do consumers sort for accuracy, clarity and organization to make informed decisions? (RWC10-GR.7-S.2-GLE.2-RA.3) and (RWC10-GR.7-S.4-GLE.3-IQ.2)
Multiple perspectives help develop an informed understanding of an issue/idea. (RWC10-GR.7-S.2-GLE.2-b.iv, c)	What is the difference between a fact and an opinion? What is an example of fact in (text)? What is an example of opinion in (text)? (RWC10-GR.7-S.2-GLE.2-IQ.2)	How can readers distinguish between facts and an author's opinion? Why does this matter? (RWC10-GR.7-S.2-GLE.2-N.1)
Author's use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective. (RWC10-GR.7-S.1-GLE.2-EO.c; RWC10-GR.7-S.3-GLE.2.a)	What is the writer's claim in (text)? What is the writer's evidence in (text)? (RWC10-GR.7-S.3-GLE.2-EO.a)	How can a writer effectively persuade readers? (RWC10-GR.7-S.3-GLE.2-IQ.3) Why does word choice play such an important part in persuasive writing? (RWC10-GR.7-S.2-GLE.2-IQ.1) and (RWC10-GR.7-S.3-GLE.2-IQ.2)
Speakers temper individual/personal passions to speak with diverse audiences. (RWC10-GR.7-S.1-GLE.1-EO.a)	Who is the intended audience of (text)? What is the intended message in (text)? (RWC10-GR.7-S.1-GLE.2-RA.2) and (RWC10-GR.7-s.4-GLE.3-RA.2)	What makes a speech powerful and influential? Why/how do speakers connect with the audience? (RWC10-GR.7-S.1-GLE.1-N.1,2)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) (RWC10-GR.7-S.1-GLE.1-EO.a) • Expectations for audience behavior including active listening, participation and feedback (RWC10-GR.7-S.1-GLE.2-IQ.3) • The ways that researchers use and organize multiple sources (RWC10-GR.7-S.2-GLE.2-EO.c) and (RWC10-GR.7-S.4-GLE.2-EO.a) and (RWC10-GR.7-S.4-GLE.1-IQ.1-3; RA. 3-6) and (RWC10-GR.7-S.4-GLE.2-IQ.4, N.2) • Writing and research processes (RWC10-GR.7-S.3-GLE.2-EO.a) and (RWC10-GR.7-S.3-GLE.3) • The importance of format and delivery in relation to the effectiveness of the text (RWC10-GR.7-S.4-GLE.2-IQ. 2, 3, 5) 	<ul style="list-style-type: none"> • Present a formal persuasive speech that includes multimedia and visual components to engage an audience (RWC10-GR.7-S.1-GLE.1; RA. 4-5) and (RWC10-GR.7-S.2-GLE.2-RA.4) and (RWC10-GR.7-S.4-GLE.2-EO.c) • Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) (RWC10-GR.7-S.1-GLE.1-IQ.4) • Evaluate and trace a speaker’s argument and provide constructive feedback (RWC10-GR.7-S.1-GLE.2-IQ.3) and (RWC10-GR.7-S.4-GLE.1-EO.c.ii) and (RWC10-GR.7-S.4-GLE.2-RA.2) and (RWC10-GR.7-S.4-GLE.3-RA.4-6) • Evaluate the credibility of a variety of sources and cite accurately and ethically (RWC10-GR.7-S.2-GLE.2-EO.a.i) and (RWC10-GR.7-S.4-GLE.2-RA.1,3; N.1) • Effectively select and adjust words for context and audience (RWC10-GR.7-S.2-GLE.3-IQ.4) • Compose a compelling and organized argument with relevant evidence (RWC10-GR.7-S.3-GLE.2-EO.c; RA.1) • Edit and revise a compelling and organized argument (RWC10-GR.7-S.3-GLE.3; IQ.2,5; RA. 1-2) • Strategically choose the format and delivery of their message (RWC10-GR.7-S.4-GLE.2-IQ. 2, 3, 5) and (RWC10-GR.7-S.4-GLE.3-EO.d) • Synthesize a variety of sources/data into a cogent and compelling argument.

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The author references Ruby Payne in order to help establish credibility as an expert on poverty.</i></p>
<p>Academic Vocabulary:</p>	<p>Analysis, Evaluate, Paraphrasing, (Determine/establish) credibility, Synthesis, Delineate/Differentiate, Citing/citation, Compare/contrast, Cause/effect, Fact/opinion, Bibliographic (footnotes, endnotes, citation/citing, quotations, documentation), Logical fallacies, Claim, Evidence, Argument</p>
<p>Technical Vocabulary:</p>	<p>Agenda, Ethos (authority/credibility), pathos (emotion), logos (logic), Text/topic dependent technical vocabulary based on argument/persuasive issue (Ex: Poverty)</p>

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Unit Description:	This unit focuses on understanding how authors use claims, evidence, and persuasive devices so that the students can then use these techniques within their own research, writing, and speaking. By critically analyzing arguments and persuasive presentations for validity, accuracy, and clarity, students will become more effective consumers of information. During the unit, students will analyze professional texts and culminate the unit by developing their own persuasive presentations in which they advocate for implementing a Service Learning Project of their choice.
Considerations:	The authors of the unit chose to focus on Service Learning Projects as the focus of the students' research in order to provide relevance and application to the topics students may choose. The unit, then, provides an opportunity for students to research a school, local community, or broader community (national or international) issue for their Service Learning Project and then write a compelling argument to convince others to pursue that Service Learning Project.
Unit Generalizations	
Key Generalization:	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective
Supporting Generalizations:	Audiences/readers can make informed decisions about the influence of a text when they recognize a writer's possible bias/slant
	Multiple perspectives help develop an informed understanding of an issue/idea
	Speakers temper individual/personal passions to speak with diverse audiences

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>As a student in the seventh grade, you will advocate for a service project that you believe is worthy to commit your time, energy and resources. Imagine that your class has been given a large sum of money to be devoted toward a service project. Your service project can address a need at the local, state, national, or international level. You will develop a presentation in which you demonstrate the ability to write a compelling claim, use relevant evidence, and effective persuasive techniques to persuade your peers that your service project is the best investment for that money.</p> <p>Role: Advocate for a service project valuable to your local, state, national, or global community Audience: Panel of judges in charge of funding Format: Persuasive presentation with accompanying written format Topic: Service Project of student choice</p>
Product/Evidence: (Expected product from students)	Students will research an issue that would lend itself to being a great Service Learning Project. After students have researched and written about their issue, they will produce a 3-5 minute persuasive presentation using visuals to convince their audience to select their service project. The presentation will incorporate a variety of sources from the researched component, and the written component will demonstrate students' ability to cite sources.

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Differentiation: (Multiple modes for student expression)	Students may have options for their persuasive speech that include: <ul style="list-style-type: none"> ● Altering the length in time of presentation ● Choice of Media ● Choice of technology: Power Point, Keynote, Movie, Prezi ● Choice of Visuals ● In co-presenting with Partners ● In presenting to a variety of audiences in order to implement project
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>MLK: "I Have a Dream"</p> <p>JFK: Inaugural Speech</p> <p>JFK: Civil Rights Speech, June 1963</p> <p>Eisenhower: Atoms for Peace</p> <p>Can You Live with Dirty Water? Video</p> <p>Severn Suzuki, "Five Minutes" Speech</p> <p><i>The World's Greatest Speeches</i> edited by Lewis Copeland, Lawrence Lamm and Stephen McKenna</p> <p><i>Great Speeches of the 20th Century</i> edited by Bob Blaisdell</p> <p><i>Speeches that Changed the World: The stories and transcripts of the moments that made history</i> by Simon Sebag Montefiore</p> <p><i>Lend Me Your Ears: Great speeches in history</i> by William Safire</p> <p><i>The American Heritage Book of Great American Speeches for Young People</i> edited by Suzanne McIntire</p> <p><i>Great Speeches by Native Americans</i> edited by Bob Blaisdell</p> <p>Public Service Announcements:</p> <p>http://www.rock-your-world.org/student-work/110-drops-for-darfur (Student-produced PSA on water for Darfur)</p> <p>http://studentpsa.com/psa/texting/ (Student-produced PSA on texting and driving)</p> <p>http://www.pennykittle.net/index.php?page=texting-and-driving-student-movie (Student-produced PSA on texting and driving)</p> <p>http://www.youtube.com/watch?v=M24_cPA-n_M (Persuasive Speech on texting and driving)</p>	<p>Atticus Finch arguments in <i>To Kill a Mockingbird</i> by Harper Lee</p> <p>http://classics.mit.edu/Sophocles/antigone.html (<i>Antigone</i> by Sophocles)</p> <p>Other closing arguments from literature or film:</p> <p><i>Inherit the Wind</i> by Jerome Lawrence</p> <p><i>Twelve Angry Men</i> by Reginald Rose</p> <p>Mock trials of literary characters can also be used. ReadWriteThink.org offers this lesson entitled "Literary Characters on Trial: Combining Persuasion and Literary Analysis" (http://www.readwritethink.org/classroom-resources/lesson-plans/literary-characters-trial-combining-799.html)</p>

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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:	
			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-online-resources (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:	In thinking like a public speaker, students will meet expectations for a formal presentation (eye contact, volume, pronunciation, etc.)	Teacher Resources:	http://www1.dcsdk12.org/secondary/hrhs/teachers/woods/bigessaypresentation.pdf (presentation expectations) http://www.wikihow.com/Deliver-Effective-Presentations (Presentation guidelines)
			Student Resources:	Models of speeches Videos and visuals of presentation http://ocean.otr.usm.edu/~w305727/reveval.pdf (Speech evaluation)

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	Skills:	Voice and volume control; preparation strategies for presentations; non-verbal communications (body language, self-awareness), ability to incorporate visuals into presentation; proper attire	Assessment:	Students will assess the examples/models of speeches; students will self-assess their own speech reviewing a video tape of themselves
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Prior Knowledge and Experiences

Argument: Students should have a basic understanding of “perspective”; know that more than one perspective exists on an issue; and can distinguish fact from opinion.
Researching: Students should have basic search engine skills; they should know what “citing sources” means; and have a basic understanding of plagiarism. (Generalization in “Living in a Googled World” / Unit 2)
Presenting: Students should have speaking, speech-giving, and basic presentation skills.
Writing Process: Students should have basic skills around the writing process (brainstorming, drafting, revising, editing, and publishing).
Listening: Students should be able to demonstrate basic attentive listening (eyes, ears and heart).
Technology: Students should know a variety of technology resources (Word, Power Point, etc.) and the application/uses of those technological resources.
Service Learning: Students should have some knowledge of volunteers/volunteering, non-profit organizations; fundraiser/fundraising activities.

Learning Experience # 1

The teacher may use a historical Civil Rights speech (e.g., MLK’s “I Have A Dream” speech) so that the students can identify claim, evidence, and key persuasive techniques. [*Understanding text and Responding to text*]

Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective
Teacher Resources:	http://www.youtube.com/watch?v=1UV1fs8lAbg (MLK’s “I Have A Dream”) http://www.archives.gov/press/exhibits/dream-speech.pdf (“I Have a Dream” transcript) http://www.wjla.com/articles/2013/08/-i-have-a-dream-speech-full-text--93226.html (“I Have a Dream” transcript and wordle)
Student Resources:	http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart) http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-chart graphic organizer) http://writingfix.com/PDFs/RICA_PDFS/summarizing/Summary_Frames.pdf (Summary frames)
Assessment:	Students will complete the t-chart identifying key claims, evidence and identifying persuasive technique used by King. Students will explain how techniques impact the listener’s understanding of the speech. (Evidence from the speech / persuasive technique)

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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 the opportunity to work in pairs/groups	Students may complete a summary in words www.imagebank.com (Picture bank for summary without words) Students may use framed paragraphs http://writingfix.com/PDFs/RICA_PDFS/summarizing/Summary_Frames.pdf (an argument summary frame; see McREL <i>Classroom Instruction That Works</i> for other examples)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	NA	Students may identify references/allusions in the speech to other historical documents and Bible and explain why MLK may use those)
Critical Content:	<ul style="list-style-type: none"> • MLK’s “I Have a Dream” speech • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate and trace a speaker’s argument and provide constructive feedback 	
Critical Language:	Evaluate, (determine/establish) credibility, compare/contrast, fact/opinion, claim, evidence, argument	

Learning Experience # 2	
The teacher may use a historical Civil Rights speech (e.g., JFK’s June 11, 1963 Civil Rights Speech) so that students can identify claims, evidence, and key persuasive techniques – specifically ethos, pathos, logos. [<i>Understanding text, Responding to text</i>]	
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective Multiple perspectives help develop an informed understanding of an issue/idea
Teacher Resources:	http://www.youtube.com/watch?v=QMsa5bZ89x4 (JFK’s June 11, 1963 Civil Rights speech) http://millercenter.org/president/speeches/detail/3375 (JFK’s June 11, 1963 Civil Rights speech transcript) http://ell.stanford.edu/sites/default/files/ela_archives/understanding_language_materials_Jan2013.pdf (Analyzing and Producing Persuasive Text) https://owl.english.purdue.edu/owl/resource/625/03/ [Lesson 3: Ethos, Pathos, Logos; Civil Rights speeches (Understanding Language @ ell.stanford.edu)]
Student Resources:	http://ell.stanford.edu/sites/default/files/ela_archives/understanding_language_materials_Jan2013.pdf (Analyzing and Producing Persuasive Text: Lesson 3 Handout #7)
Assessment:	Students will complete a fishbone map (www.enchantedlearning.com) to check for claims, evidence. Students will write an exit ticket to explain Kennedy’s use of persuasive elements. Potential question to explore: how does JFK’s presentation style meet the expectations of his audience and purpose of his speech? http://exitticket.org/ (Online exit ticket form)

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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 graphic organizers http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-chart graphic organizer) http://writingfix.com/PDFs/RICA_PDFS/summarizing/Summary Frames.pdf (Summary frames)	Students may produce varied levels of T-chart Students may provide varied levels of fishbone map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may produce comparison/contrast Venn diagram for MLK and JFK speeches http://www.readwritethink.org/files/resources/interactives/venn-diagrams/ (Online Venn diagram) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram)
Critical Content:	<ul style="list-style-type: none"> • JFK’s 1963 speech; MLK’s “I Have a Dream” • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate and trace a speaker’s argument 	
Critical Language:	Ethos, pathos, logos, claims, analysis, evaluate, (determine/establish) credibility, fact/opinion, claim, evidence, argument	

Learning Experience # 3	
The teacher may use a contemporary speech (e.g., “The Girl Who Silenced the World for 5 Minutes”) so that students can critique how emotional appeals impact a persuasive presentation. [<i>Understanding text, Responding to text, Critiquing text</i>]	
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective Speakers temper individual/personal passions to speak with diverse audiences
Teacher Resources:	http://www.youtube.com/watch?v=uZsDliXzyAY (Severn Suzuki at UN Earth Summit video; 1992) http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Analyzing and Producing Persuasive Text) http://www.youtube.com/watch?v=cwNICantjJo (Severn Suzuki 20 years after her Earth Summit speech; June 2012) http://www.pennykittle.net/index.php?page=texting-and-driving-student-movie (Student-produced PSA on texting and driving) http://www.youtube.com/watch?v=M24_cPA-n_M (Persuasive Speech on texting and driving) https://www.youtube.com/watch?v=NuMISTGFEEoo (Persuasive Speech on texting and driving)
Student Resources:	http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Analyzing and Producing Persuasive Text: Handout #3 speech analysis; Handout #4 speech analysis rubric)
Assessment:	Students will complete handouts #3, Speech Analysis, from the resource above. Then they will write an exit ticket about the persuasive effectiveness of her emotional appeals. http://exitticket.org/ (Online exit ticket form)

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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 have students work in groups / pairs http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Analyzing and Producing Persuasive Text: Handout #3 speech analysis; Handout #4 speech analysis rubric)	Students may work with partners on the Speech Analysis and then independently critique the effectiveness Students may produce varied levels of Handout #3 and #4
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide www.enchantedlearning.com (Different graphic organizers) http://readingacrosscurriculum.com/Comparison%20Matrix.htm (Comparison matrix graphic organizer)	Students may produce Venn Diagram, comparison matrix to compare/contrast presentation styles of MLK, JFK, and Severn Suzuki
Critical Content:	<ul style="list-style-type: none"> • Severn Suzuki’s speech; JFK, MLK speeches; persuasive techniques, rhetorical strategies • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate and trace a speaker’s argument and provide constructive feedback 	
Critical Language:	Body language, voice quality, word choice, eye contact, ethos, pathos, logos, claims, evidence, analysis, evaluate, (determine/establish) credibility, compare/contrast, fact/opinion, logical fallacies, claim, evidence, argument	

Learning Experience # 4	
The teacher may use a video text (e.g., “Can You Live with Dirty Water?”) so that students can identify and critique the use of visuals <u>in</u> (and <u>as</u>) persuasive texts. [<i>Understanding text, Responding to text, Critiquing text</i>]	
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective Audience/readers can make informed decisions about the influence of a text when they recognize a writer’s possible bias/slant
Teacher Resources:	http://www.youtube.com/watch?v=QJMm9kz7VKo (“Can You Live with Dirty Water?”) http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Analyzing and Producing Persuasive Text)
Student Resources:	http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Analyzing and Producing Persuasive Text: Handout #3 from Lesson 1)
Assessment:	http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Analyzing and Producing Persuasive Text: Handout #3 from Lesson 1) Ideas for reflection / journal writing: Students will consider what they have learned about “persuasion” in these last few days. In what ways have the speakers and presenters been similar in how they have used language? How are they different? How does the visual element of the speaker help them communicate their message? Identify and explain how persuasive speeches are similar and explain what may make them unique.

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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 show video first without sound to allow student to focus on content/visuals without sound Teachers may create pairs or groups Teachers may allow think/pair/share time before students write their reflection	Students may think/pair/share before they write their individual reflection
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide http://ell.stanford.edu/sites/default/files/ela_pdf/ELA%20Lesson%205_0.pdf (Handout #8 – Advertising Analysis)	Students may critically examine an advertisement of their choice to critique the use of visual and rhetorical devices
Critical Content:	<ul style="list-style-type: none"> • Video: “Can You Live with Dirty Water?” http://www.youtube.com/watch?v=QJMm9kz7VKo • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate and trace a speaker’s argument and provide constructive feedback 	
Critical Language:	“Call to action,” perspective, claim, evidence	

Learning Experience # 5		
The teacher may bring in examples of successful Service Learning Projects (SLP) so that the students can identify the principles of service learning.		
Generalization Connection(s):	Audiences/readers can make informed decisions about the influence of a text when they recognize a writer’s possible bias/slant Multiple perspectives help develop an informed understanding of an issue/idea	
Teacher Resources:	<p>Websites to Learn about Service Learning:</p> <ul style="list-style-type: none"> • http://www.generationon.org/kids/make-your-mark/projects/any (Examples of Service Learning) • http://www.rock-your-world.org/ (“Rock Your World” curriculum and resources for Service Learning Projects) • http://www.readwritethink.org/classroom-resources/lesson-plans/crit-kids-from-critical-1040.html (“From Critical Consciousness to Service Learning” from readwritethink.org) <p>Teaching Handouts for Service Learning Projects (SLP):</p> <ul style="list-style-type: none"> • http://ffa.org (Search for Teaching Service Learning, and this will pull up many documents to support this project) • http://www.vccaedu.org/inquiry/inquiry-spring98/i21kirk.html (“Using Service Learning in the Public Speaking Class”) • http://www.nationalserviceresources.org/filemanager/download/NWREL/SL_Toolbox.pdf (Service Learning Toolbox) <p>Video to inspire students to work on Service Learning Projects:</p> <ul style="list-style-type: none"> • http://m.youtube.com/results?q=Video%20of%20a%20real%20service%20learning%20project&fq=Video%20of%20a%20real%20service%20learning%20project&gs_l=youtube-reduced.3...21314.45227.0.45398.40.36.0.4.4.0.207.3390.28j7j1.36.0...0...1ac.1.23.youtube-reduced..24.16.1433.8RHymNpTbVU#/watch?v=SceoZ6aEZdQ (A variety of videos of Service Learning Projects) 	

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	<ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/lesson-plans/finding-solutions-food-waste-30950.html (Persuasive project devoted to food waste; emphasis on persuasion in a digital world) <p>Public Service Announcements</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-1069.html (Although identified for Grades 9-12, teachers may find this helpful in designing video projects with their students) • http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html (This activity helps teens to think about how information can be presented and how they might create their own persuasive argument or message.) 	
Student Resources:	Service Learning Notebook or Binder; students should be encouraged to maintain this binder throughout the remainder of the unit as they research their topic, gather examples of Service Learning Projects, etc.	
Assessment:	Students will identify and list the best choices for SLP, the qualities of a successful SLP, the steps taken to create a quality SLP, and the positive outcomes from implementing an SLP.	
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 opportunities for partner and small group discussion	Students may brainstorm a list for Service Learning Project ideas
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Students understand the multiple types/sources of SLP that are available • The ways that researchers use and organize multiple sources • Writing and research processes 	
Key Skills:	<ul style="list-style-type: none"> • Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	Service Learning Project (SLP)	

Learning Experience # 6	
The teacher may guide students through the brainstorming process of identifying personal interests and values so that students can begin considering ways in which their personal interests can serve community needs. [<i>Producing text</i>]	
Teacher Note:	This Learning Experience transitions students into researching and writing about their chosen SLP topic.
Generalization Connection(s):	Audiences/readers can make informed decisions about the influence of a text when they recognize a writer’s possible bias/slant Multiple perspectives help develop an informed understanding of an issue/idea Speakers temper individual/personal passions to speak with diverse audiences
Teacher Resources:	Graphic organizer for brainstorm: KWL Chart. http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html

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	(KWL Chart from readwritethink.org)	
Student Resources:	SLP Notebook, KWL Chart	
Assessment:	Students will identify the topic/issue of their choice and reasons they want to pursue researching the topic. They will begin their work on the K-W-L Chart which will be an on-going assessment for the rest of the unit. http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL Chart from readwritethink.org)	
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 small group and teacher conference to discuss topic choices and build background knowledge	Students may begin the KWL chart after talking with partners and teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may identify initial resources they may access to find information
Critical Content:	<ul style="list-style-type: none"> • The ways that researchers use and organize multiple sources • Writing and research processes 	
Key Skills:	<ul style="list-style-type: none"> • Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	Resources, validity, analysis, evaluate, paraphrasing, (determine/establish) credibility, fact/opinion, claim, evidence, argument	

Learning Experience # 7		
The teacher may model the inquiry and questioning process so that students can begin considering the aspects of quality generative questions. [<i>Producing text</i>]		
Generalization Connection(s):	Audiences/readers can make informed decisions about the influence of a text when they recognize a writer’s possible bias/slant Multiple perspectives help develop an informed understanding of an issue/idea Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective	
Teacher Resources:	http://library.sonoma.edu/howdoi/pdf/createresearchquestions.pdf (Template for generating research questions)	
Student Resources:	http://library.sonoma.edu/howdoi/pdf/createresearchquestions.pdf (Template for generating research questions)	
Assessment:	Students will complete the research question template and make entries on their KWL graphic organizer in the “W” column. http://library.sonoma.edu/howdoi/pdf/createresearchquestions.pdf (Template for generating research questions)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may provide a skeleton format or framed sentence starters for research questions Teachers may create partner or small groups to generate the questions	Students may complete the research questions
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.meade.k12.sd.us/PASS/Pass%20Adobe%20Files/March%202007/BloomsTaxonomyQuestionStems.pdf (Bloom’s Question Stems) http://svesd.net/files/DOK_Question_Stems.pdf (DOK Question Stems)	Students may pose more questions using Bloom’s Taxonomy or Hess’s DOK matrix for higher level questions
Critical Content:	<ul style="list-style-type: none"> • The ways that researchers use and organize multiple sources • Writing and research processes 	
Key Skills:	<ul style="list-style-type: none"> • Write a Research Question • Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) • Compose a compelling and organized argument with relevant evidence 	
Critical Language:	Research Question, research, proposal, debatable	

Learning Experience # 8		
The teacher may provide criteria and materials for evaluating the reliability of print and internet resources so that students can effectively distinguish between “more reliable” and “less reliable” resources. [<i>Critiquing text, Producing text</i>]		
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective	
Teacher Resources:	http://www.crlsresearchguide.org/Research_Tip_Sheets.asp (Research paper tip sheet) http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html (Resource for evidence-based arguments) http://www.readwritethink.org/professional-development/strategy-guides/developing-persuasive-writing-strategies-30965.html Persuasive writing strategies) (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-online-resources) (Edsitement resource for evaluating online resources)	
Student Resources:	http://www.crlsresearchguide.org/Research_Tip_Sheets.asp (Research paper tip sheet)	
Assessment:	The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive writing project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the multi-genre project. 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)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may provide teacher-student conferences to help identify resources Teachers may confer with students about evaluating sources. Teachers may provide checklist to follow for appropriate steps in the research process	Students may submit responses to the criteria for evaluating sources
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may help students find opposing viewpoints Teachers may provide opportunities for citing sources	Students may identify sources of opposing view point Students may begin annotating the resources
Critical Content:	<ul style="list-style-type: none"> • The ways that researchers use and organize multiple sources • Writing and research process 	
Key Skills:	<ul style="list-style-type: none"> • Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) • Evaluate the credibility of a variety of sources and cite accurately and ethically • Compose a compelling and organized argument with relevant evidence • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	Research, key words, source(s), annotated, (determine/establish) credibility, citing/citation, bibliographic (footnotes, endnotes, citation/citing, quotations, documentation), claim, evidence, argument	

Learning Experience # 9		
The teacher may revisit peer editing steps so that students can deepen their understandings of the connections between giving and getting feedback and the writing process/effective writing. [<i>Producing text</i>]		
Generalization Connection(s):	Audiences/readers can make informed decisions about the influence of a text when they recognize a writer’s possible bias/slant Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective	
Teacher Resources:	http://www.am.dodea.edu/lejeune/bms/Pierce_Docs/documents/PeerRevisionChecklist.doc (Peer revision checklist) https://www.ocps.net/cs/services/cs/currareas/lang/IR/Documents/The%20Writing%20Process%20A%20Writing%20Resource%20Guide%20Final.pdf (Writing Process guide) http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (Peer and Self-Editing Checklist)	
Student Resources:	http://www.am.dodea.edu/lejeune/bms/Pierce_Docs/documents/PeerRevisionChecklist.doc (Peer revision checklist) http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (Peer and Self-Editing Checklist)	
Assessment:	Students will continue to work on their persuasive writing project. The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive writing project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive writing project. 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)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	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:	<ul style="list-style-type: none"> • The ways that researchers use and organize multiple sources • Writing and research processes • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Compose a compelling and organized argument with relevant evidence • Edit and revise a compelling and organized argument • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	Draft, revision, editing, analysis, evaluate, bibliographic (footnotes, endnotes, citation/citing, quotations, documentation), claim, evidence, argument	

Learning Experience # 10		
<p>The teacher may model the citation process so that students can understand the need to accurately attribute sources. <i>[Producing text]</i></p>		
Generalization Connection(s):	Students understand how multiple perspectives develop an informed understanding of an issue/idea	
Teacher Resources:	http://libguides.csusb.edu/content.php?pid=279204&sid=2342436 (MLA citation guide) http://academictips.org/mla-format/mla-format-works-cited/ (MLA citation guide) http://citationmachine.net/index2.php (Online citation creator) http://libguides.csusb.edu/content.php?pid=279204&sid=2342438 (Parenthetical citations) http://media.easybib.com/guides/easybib-mla7-parenthetical-guide.pdf (EasyBib parenthetical / in-text citations)	
Student Resources:	Works Cited Sheets for practice citations, Example Works Cited Sheet	
Assessment:	<p>Students will demonstrate accurate citations as they draft and revise their research. That evidence may be seen in their Works Cited Page and in-text citations. The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive writing project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive writing project.</p> <p>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)</p>	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may offer pre-populated “cheat sheet” Works Cited sheet with correct punctuation	Students may create Works Cited Sheet Students may produce in-text citations in their drafts
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide guidance in using Chicago Manual style	Students may provide citations in Chicago Manual style
Critical Content:	<ul style="list-style-type: none"> • The ways that researchers use and organize multiple • Writing and research processes • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	Analysis, evaluate, paraphrasing, (determine/establish) credibility, synthesis, citing/citation, fact/opinion, bibliographic (footnotes, endnotes, citation/citing, quotations, documentation), claim, evidence, argument	

Learning Experience # 11		
The teacher may provide exemplary persuasive speeches so that students can begin to consider the structure and other elements of speeches. [<i>Producing text</i>]		
Teacher Note:	This Learning Experience transitions students from writing about their topic/issue to preparing their speech to persuade their classmates to pursue their Service Learning Project.	
Generalization Connection(s):	Multiple perspectives help develop an informed understanding of an issue/idea Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective	
Teacher Resources:	http://www.cengage.com/resource_uploads/downloads/0534646972_35090.doc (Speech Evaluation Checklist) http://www.readwritethink.org/classroom-resources/printouts/persuasion-rubric-30217.html (Persuasion rubric) http://m.wikihow.com/Sample/Persuasive-Speech-About-Texting (Persuasive Speech transcript about texting) http://www.thewritesource.com/studentmodels/ws2k-summer.htm (Persuasive essay example) http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html (Example lesson for persuasive letter to principal for school issues) http://www.kn.att.com/wired/fil/pages/listpersuasid.html (Resources for Persuasive Writing) http://catlintucker.com/2013/08/common-core-teaching-argument-informational-paragraph-writing/ (Nice resource about argument writing at 7 th Grade)	
Student Resources:	http://eslbee.com/persuasion_essays_models.htm (Persuasive Speech Examples)	
Assessment:	Students will continue to work on drafts of persuasive speech. The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive writing project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive writing project. 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)	

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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:	<ul style="list-style-type: none"> • The ways that researchers use and organize multiple sources • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Present a formal persuasive speech that includes multimedia and visual components to engage an audience • Effectively organize a formal presentation that includes all key components • Effectively select and adjust words for context and audience • Compose a compelling and organized argument with relevant evidence • Edit and revise a compelling and organized argument • Strategically choose the format and delivery of their message • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	(Determine/establish) credibility, synthesis, delineate/differentiate, citing/citation, fact/opinion, bibliographic (footnotes, endnotes, citation/citing, quotations, documentation), logical fallacies, claim, evidence, argument	

Learning Experience # 12	
The teacher may provide exemplary formal presentations (e.g., YouTube video “Presentation Bad/Good” by Hussain Shafei) so that students can consider elements that contribute to effective persuasive speeches. [<i>Understanding text, Critiquing text</i>]	
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective
Teacher Resources:	https://www.youtube.com/watch?v=S5c1susCPAE (A short simple video of Bad and Good examples of Presentations.) http://www.readwritethink.org/files/resources/lesson_images/lesson414/rubric.pdf (Persuasive speech rubric) Examples of Persuasive Speech to evaluate (from earlier in the unit): http://www.youtube.com/watch?v=M24_cPA-n_M (Persuasive Speech on texting and driving) https://www.youtube.com/watch?v=NuMISTGFEOo (Persuasive Speech on texting and driving) http://www.youtube.com/watch?v=uZsDliXzyAY (Severn Suzuki at UN Earth Summit video; 1992)
Student Resources:	http://www.readwritethink.org/files/resources/lesson_images/lesson414/rubric.pdf (Persuasive speech rubric) Examples of Persuasive Speech to evaluate (from earlier in the unit): http://www.youtube.com/watch?v=M24_cPA-n_M (Persuasive Speech on texting and driving) https://www.youtube.com/watch?v=NuMISTGFEOo (Persuasive Speech on texting and driving) http://www.youtube.com/watch?v=uZsDliXzyAY (Severn Suzuki at UN Earth Summit video; 1992)

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Assessment:	Students will score presentations based on the speech rubric and discuss their scoring. http://www.readwritethink.org/files/resources/lesson_images/lesson414/rubric.pdf (Persuasive speech rubric)	
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 create partner and small groups to evaluate speeches	Students may work with partners to evaluate the speech with the rubric
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Youtube video by Shafei • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • Expectations for audience behavior including active listening, participation and feedback • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate and trace a speaker’s argument and provide constructive feedback 	
Critical Language:	Peer evaluation, informal, monotone, body language	

Learning Experience # 13		
The teacher may provide examples of presentations with visuals so that the students can identify the effective use of visuals. <i>[Understanding text, Critiquing text]</i>		
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective	
Teacher Resources:	www.library.fay.school.org (Power Point presentation rubric) http://www.slideshare.net/thecroaker/death-by-Power-Point (“Death by Power Point”)	
Student Resources:	www.cchs.ccsd.org (Power Point checklist) www.sinclair.edu (Power Point slide checklist)	
Assessment:	Students will evaluate the effective use of visuals in example presentations. http://www.makinglearningreal.org/pdfs/scoring_rubric.pdf (Visual use included in presentation rubric) The students will finalize their use of visuals.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may confer with students about the use of visuals in their presentations	Students may vary number of slides in their presentation Students may vary complexity of presentation (i.e. less use of animation, charts, graphs)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may confer with students about the use of visuals in their presentations	Students may vary number of slides in their presentation Students may vary complexity of presentation (i.e. less use of animation, charts, graphs)
Critical Content:	<ul style="list-style-type: none"> • “Death by Power Point” • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • Expectations for audience behavior including active listening, participation and feedback • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Present a formal persuasive speech that includes multimedia and visual components to engage an audience • Evaluate and trace a speaker’s argument and provide constructive feedback 	
Critical Language:	Slide, font, style, balance, distracting element, bullet points, transition, animation, effects, significance	

Learning Experience # 14	
The teacher may facilitate an evaluation of students’ persuasive performance so that students can analyze the effectiveness of their presentation and preparation and connect self-critique with the process of improving future presentations. [<i>Critiquing text</i>]	
Teacher Notes:	This Learning Experience follows the student presentation.
Generalization Connection(s):	Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective Speakers temper individual/personal passions to speak with diverse audiences
Teacher Resources:	www.library.leeds.uk/downloads/file/311/exaple_smart_action_plan (Video recording devices, action plan to improve communication) www.mindtools.com/pages/articles/newCS_96.htm (How good are your presentation skills)
Student Resources:	Recording of presentation, rubric to self-evaluate oral presentation Student creates action plan to improve presentation using rubrics to identify areas of strength and areas needing improvement
Assessment:	Students will self-evaluate their performance using the rubric. www.score.rims.k12.ca.us (Rubric to evaluate student presentations) http://www.readwritethink.org/files/resources/lesson_images/lesson414/rubric.pdf (Persuasive speech rubric)

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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	Students may present their self-critique verbally rather than in writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) • Expectations for audience behavior including active listening, participation and feedback • The importance of format and delivery in relation to the effectiveness of the text 	
Key Skills:	<ul style="list-style-type: none"> • Present a formal persuasive speech that includes multimedia and visual components to engage an audience • Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) • Effectively select and adjust words for context and audience • Compose a compelling and organized argument with relevant evidence • Edit and revise a compelling and organized argument • Strategically choose the format and delivery of their message • Synthesize a variety of sources/data into a cogent and compelling argument 	
Critical Language:	Critique, analyze, evaluate	