

Unit Title: Seeking Justice

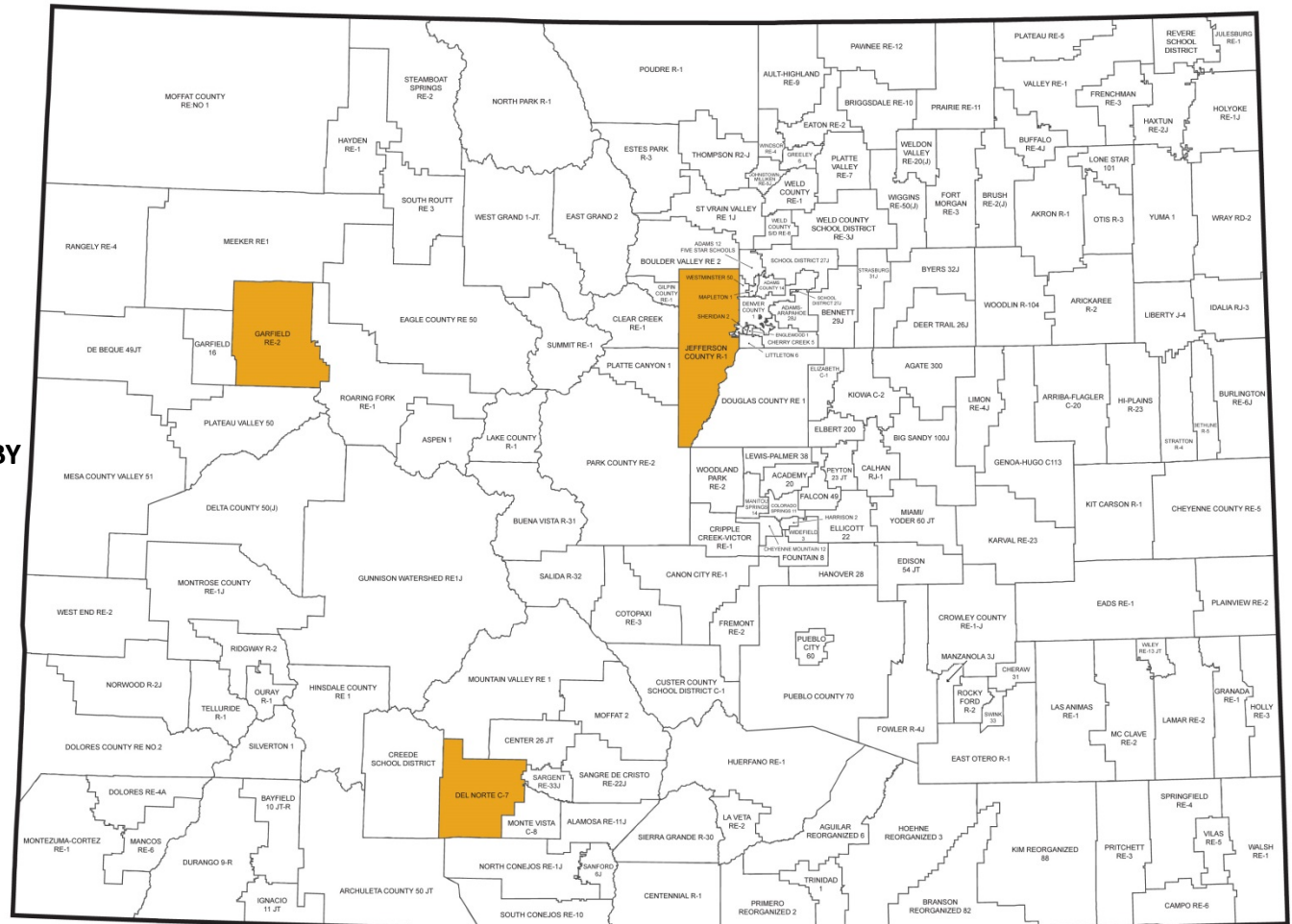
INSTRUCTIONAL UNIT AUTHORS

Garfield RE-2 School District

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

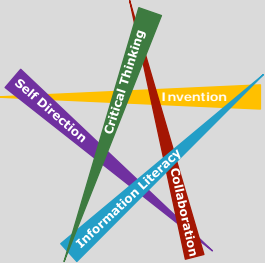

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support 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	9 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Oral presentations require effective preparation strategies	RWC10-GR.9-S.1-GLE.1	
	2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention	RWC10-GR.9-S.1-GLE.2	
2. Reading for All Purposes	1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison	RWC10-GR.9-S.2-GLE.1	
	2. Increasingly complex informational texts require mature interpretation and study	RWC10-GR.9-S.2-GLE.2	
3. Writing and Composition	1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language	RWC10-GR.9-S.3-GLE.1	
	2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support	RWC10-GR.9-S.3-GLE.2	
	3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions	RWC10-GR.9-S.3-GLE.3	
4. Research and Reasoning	1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions	RWC10-GR.9-S.4-GLE.1	
	2. Effective problem-solving strategies require high-quality reasoning	RWC10-GR.9-S.4-GLE.2	
<p>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	
Seeking Justice	4-6 weeks	4	

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Unit Title	Seeking and defining Justice		Length of Unit	4-6 weeks
Focusing Lens(es)	Argumentation Social Justice	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2	RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Is there any power greater than the ability to influence people’s opinions? (RWC10-GR.9-S.1-GLE.1-EO.c.d) and (RWC10-GR9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.) Are justice and equality synonymous? What factors create social injustices? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	points of view, fairness, justice, equality, equity, argumentation, debate	analysis, questioning, synthesis, sources, evidence, evaluation, reasoning, researching, connections, attitudes, actions, beliefs, arguments, perceptions	position/claim, counterclaim, argument, support, tone, audience, feedback, evaluation, reasoning, presentation	
Generalizations My students will Understand that...	Guiding Questions			
	Factual	Conceptual		
Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.. (RWC10-GR.9-S.1-GLE.1-EO.c.d) and (RWC10-GR9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.)	What evidence do you have to support your claim? What steps will you take to check the accuracy of your claims?	How do you know when a claim is supported by enough evidence? How does knowing your audience help in determining what types of support and reasoning will be most effective in changing their opinions?		
Arguments for change/justice increase their effectiveness and potential for impact through powerfully justified and reasoned positions. (RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.e) and (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.1-EO.a)	What is the difference between equality and equity? What is meant by the term justice?	How can well-formed arguments implement societies? Why is justice important?		
The anticipation of opposing claims and their potential rationale can increase a speaker’s or writer’s ability to construct an effective argument. (RWC10-GR.9-S.3-GLE.2-EO.a)	What are the opposing claims for your argument? What support might your opponents use to support their claims?	What methods should one employ to determine potential opposing points of view? How does the tone of counterclaims differ from the tone of claims?		

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<p>In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims. (RWC10-GR.9-S.1-GLE.2-EO.b.e) and (RWC10-GR.9-S.2-GLE.1-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.g.)</p>	<p>Describe a time someone (or yourself) made claims that were not supported by relevant evidence? Does this argument contain any individual claims that aren't sound?</p>	<p>Do effective arguments (those that institute change) ever contain poor individual claims? Can you think of any?</p>
<p>Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience. (RWC10-GR.9-S.3-GLE.3-EO.a)</p>	<p>What needs to be included to make sure you have written a complete sentence?</p>	<p>How does using conventional language establish credibility? How does the formation of more fluid, varied sentences impact an author's ability to persuade an audience?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Organizational skills for arguments (RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.d) • Criteria for evaluating evidence and arguments for validity, relevance, accuracy, sufficiency (RWC10-GR.9-S.2-GLE.1-EO.a) and (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.g.) • Effective audience and oral delivery skills for persuasion (RWC10-GR.9-S.1-GLE.1-EO.e) • Claims and counterclaims in relation to persuasive presentations (RWC10-GR.9-S.3-GLE.2-EO.a) • Note taking strategies for following speakers' arguments (RWC10-GR.9-S.1-GLE.2-EO.b) • Fallacious reasoning in texts (RWC10-GR.9-S.2-GLE.2-EO.g) • Transitional elements that create cohesion and clarity of relationships (RWC10-GR.9-S.3-GLE.2-EO.a) • Punctuation rules for colons, semicolons, quotation marks, etc (RWC10-GR.9-S.3-GLE.3-EO.a) 	<ul style="list-style-type: none"> • Write and present an effective argument relating to a topic that addresses the idea of justice. • Use valid reasoning along with relevant and sufficient evidence from a variety of sources to support a position (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.g) and (RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.c) • Present an argument in a well-organized manner, including using a concluding statement that follows from and supports the argument presented.(RWC10-GR.9-S.3-GLE.2-EO.a) and (RWC10-GR.9-S.1-GLE.1-EO.d) • Use words, phrases, and clauses to create cohesion and clarification of relationships between claims and reasons, reasons and evidence, and claims and counterclaims. (RWC10-GR.9-S.3-GLE.2) • Use effective audience and oral delivery skills to persuade an audience.(RWC10-GR.9-S.1-GLE.1-EO.e) • Evaluate evidence and arguments using a set of criteria.(RWC10-GR.9-S.2-GLE.1-EO.a) and (RWC10-GR.9-S.1-GLE.2-EO.e) and (RWC10-GR.9-S.1-GLE.2-EO.b) • Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.(RWC10-GR.9-S.2-GLE.1-EO.a) • Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.(RWC10-GR.9-S.3-GLE.2-EO.a) • Follow speakers' arguments as they develop, taking notes when appropriate.(RWC10-GR.9-S.1-GLE.2) • Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning. (RWC10-GR.9-S.2-GLE.2-EO.g) • Incorporate quotations into support for claims; punctuate correctly using colons. (RWC10-GR.9-S.3-GLE.3-EO.a)

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<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>In order to evaluate an argument effectively, one must determine the validity of reasoning and support for claims and counterclaims and identify any instances of fallacious reasoning.</i></p>
<p>Academic Vocabulary:</p>	<p>points of view, fairness, justice, equality, equity, analysis, questioning, synthesis, sources, evidence, delineation, evaluation,, researching, connections, arguments, perceptions, reasoning</p>
<p>Technical Vocabulary:</p>	<p>Rhetoric/rhetorical techniques</p>

<p>Unit Description:</p>	<p>This four week unit immerses students in analyzing argumentative texts exploring issues under the broader topic of social justice. Students will learn the language of argument (claim, counterclaim, evidence, warrant) and strategies for analyzing and deconstructing arguments. Teachers may use formal and academic argument texts as well as speeches, advertisements, propaganda, visuals, etc. Teachers may also use pieces of literature – poetry, music, novels – that explore themes in justice / social justice. The unit culminates with students adopting the role of members on a newspaper editorial board and critiquing the effectiveness and quality of two arguments on a topic of student choice under the broader topic of “social justice.”</p>
<p>Considerations:</p>	<p>This unit emphasizes reading and analyzing argument. Teachers may want to adjust the degree of choice that students for social justice topic choices. The intent of this unit is to give students the skills to deconstruct arguments so that students then may apply those skills in future units and in developing their own written arguments.</p>
<p>Unit Generalizations</p>	
<p>Key Generalization:</p>	<p>Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.</p>
<p>Supporting Generalizations:</p>	<p>Arguments for change/justice increase their effectiveness and potential for impact through powerfully justified and reasoned positions.</p>
	<p>The anticipation of opposing claims and their potential rationale can increase a speaker’s or writer’s ability to construct an effective argument.</p>
	<p>In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.</p>
	<p>Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.</p>

<p>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></p>	
<p>Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p>Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.</p>

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<p>Stimulus Material:</p> <p>(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>You have been selected to serve on an editorial board of a local newspaper for a special edition of the newspaper exploring relevant social issues in your community. The editorial board is tasked with finding arguments that are well-reasoned for potential inclusion in the paper. Your task is to critique two arguments on a social justice issue and determine the stronger argument. Your chosen arguments may be conflicting arguments. Alternatively, they may be arguments supporting similar positions on the issue and your task is to choose the best argument.</p> <p>Role: Editorial board member of a local community newspaper</p> <p>Audience: Fellow members of the Board.</p> <p>Format: Written critique of two arguments and selection of strongest</p> <p>Topic: Effectiveness and quality of argument</p>
<p>Product/Evidence:</p> <p>(Expected product from students)</p>	<p>Students will evaluate two arguments to determine which writer makes the more convincing and effective argument. The critique that students will produce is, in essence, an argument regarding the strengths and weaknesses of the arguments they have studied.</p>
<p>Differentiation:</p> <p>(Multiple modes for student expression)</p>	<p>Students may have the opportunity to create visual representations (infographics, Venn diagrams, graphic organizers) to support their analysis and argument.</p> <p>Students may make a video in which they verbally present the analysis of the two texts in a mock TV op-ed piece.</p>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p> <p>http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-lecture.html (Martin Luther King’s “Quest for Peace” nobel prize speech)</p> <p>http://www.sojust.net/speeches.html (social justice speeches)</p>	<p><i>Bleak House</i> by Charles Dickens (Lexile 1180)</p> <p><i>The Grapes of Wrath</i> by John Steinbeck (Lexile 680)</p> <p><i>The Mockingbirds</i> by Daisy Whitney (Lexile 720)</p> <p><i>To Kill a Mockingbird</i> by Harper Lee (Lexile 790)</p> <p><i>Plainsong</i> by Kent Haruf (Lexile 770)</p> <p><i>The Help</i> by Kathryn Sockett (Lexile 730)</p> <p><i>The Joy Luck Club</i> by Amy Tan (Lexile 930)</p> <p><i>1984</i> by George Orwell (Lexile 1090)</p> <p><i>Animal Farm</i> by George Orwell (Lexile 1170)</p> <p><i>Brave New World</i> by Aldous Huxley (Lexile 870)</p> <p><i>Speak</i> by Laurie Halse Anderson (Lexile 690)</p> <p><i>Things Fall Apart</i> by Chinua Achebe (Lexile 890)</p> <p><i>Native Son</i> by Richard Wright (Lexile 700)</p> <p><i>The Adventures of Huckleberry Finn</i> by Mark Twain (Lexile 850)</p> <p>http://www.sojust.net/poetry.html (social justice poetry)</p> <p>http://www.sojust.net/songs.html (social justice songs)</p>

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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Students will cite textual evidence to support their analyses of argumentative writing.	Teacher Resources:	http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf (resource from Scholastic. May need to be modified for students at different grade levels.) https://www.sde.idaho.gov/site/social_studies/docs/core/Cite%20Evidence.pdf (resource and graphic organizers for citing textual evidence)
			Student Resources:	http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf https://www.sde.idaho.gov/site/social_studies/docs/core/Cite%20Evidence.pdf (resource and graphic organizers for citing textual evidence)
	Skills:	Using textual evidence	Assessment:	Students may complete a graphic organizer, dialogue journals, or two-column notes as formative assessments to cite textual evidence. They may demonstrate skills in shorter writings in which they use textual evidence to support their own analysis and argument.
2.	Description:	Students will read like researchers and analyze the various elements in written and spoken arguments.	Teacher Resources:	http://writing.colostate.edu/guides/page.cfm?pageid=1240&guideid=58 (guide to analyzing Toulmin argument from Colorado State University) https://web.cn.edu/kwheeler/documents/Toulmin.pdf (guide to analyze components of Toulmin argument)
			Student Resources:	https://web.cn.edu/kwheeler/documents/Toulmin.pdf (guide to analyze components of Toulmin argument) http://blog.wsd.net/gllewis/files/2010/02/microsoft-word-toulmin-graphic-org-revised.pdf (graphic organizer for analyzing argument)
	Skills:	Identify claims, analyze the use of evidence to support the claim, analyze the structure of the argument.	Assessment:	Students may use the graphic organizer to analyze arguments using the Toulmin approach. http://blog.wsd.net/gllewis/files/2010/02/microsoft-word-toulmin-graphic-org-revised.pdf (graphic organizer for analyzing argument)
3.	Description:		Teacher Resources:	
			Student Resources:	
	Skills:		Assessment:	

Prior Knowledge and Experiences
<p>Students should have experience with close reading of texts – specifically, identifying main ideas, supporting evidence, and studying structure of a piece of writing.</p> <p>Students should have a basic knowledge of argument writing.</p> <p>Students should have some background in themes and topics of social justice, or justice, from studying previous pieces of literature or nonfiction texts.</p>

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Learning Experience # 1		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide students with texts (print/nonprint and fiction/nonfiction) so that students can begin to build a framework around the meaning/definitions of justice or social justice.	
Generalization Connection(s):	Arguments for change/justice increase their effectiveness and potential for impact through powerfully justified and reasoned positions. In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.	
Teacher Resources:	http://www.colorado.edu/conflict/peace/problem/defjust.htm (differing definitions of justice) file:///Users/hzelasco/Downloads/LP_JusticeFairness_CC_002.pdf (a resource for defining justice) http://www.restorativejustice.org/university-classroom/01introduction (an alternative view of justice) http://www.learningdiversity.org/2014/04/promoting-social-justice-through-literature/ (teacher resource on social justice and literature) http://journals.library.wisc.edu/index.php/wej/article/viewFile/570/612 (teacher resource on teaching controversial topics with young adult literature) http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf (various resources and worksheets from Jim Burke / English companion) https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake?language=en (Ted Talk on why we argue)	
Student Resources:	http://www.colorado.edu/conflict/peace/problem/defjust.htm (differing definitions of justice) file:///Users/hzelasco/Downloads/LP_JusticeFairness_CC_002.pdf (a resource for defining justice) http://www.restorativejustice.org/university-classroom/01introduction (an alternative view of justice) http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf (various resources and worksheets from Jim Burke / English companion) https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake?language=en (Ted Talk on why we argue)	
Assessment:	Students will create a concept map for the unifying theme of the unit in which they branch out to show synonyms, antonyms, examples, images, etc.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may use additional graphic representations of terminology (info-graphic, image) Teachers may use additional video and images to help clarify meaning of concepts.	Students may use sentence stems to define important terms (justice, equality)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may complete a journal entry discussing the presence of the theme in their own lives.

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Critical Content:	<ul style="list-style-type: none"> • Note taking strategies for following speakers’ arguments • Fallacious reasoning in texts • Transitional elements that create cohesion and clarity of relationships
Key Skills:	<ul style="list-style-type: none"> • Evaluate evidence and arguments using a set of criteria. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Follow speakers’ arguments as they develop, taking notes when appropriate. • Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning.
Critical Language:	Points of view, fairness, justice, equality, equity, sources, connections, arguments, perceptions

Learning Experience # 2	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may introduce technical and academic vocabulary for rhetoric and argument so that students can share and understand a common language for discussing argument.
Generalization Connection(s):	In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.
Teacher Resources:	http://www.nea.org/tools/word-webs.html (word webs resource) http://www.eduplace.com/graphicorganizer/ (graphic organizers for organizing terminology) https://keystoliteracy.com/resources/worksheets/ templates for vocabulary) https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (definitions in argument) https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html (various vocabulary graphic organizers) http://www.adlit.org/strategies/22369/ (Frayer model) https://owl.english.purdue.edu/owl/resource/659/01/ (definitions and exercises for argument terminology) http://www.memrise.com/course/254064/300-fallacies/ (learning logical fallacies and vocabulary) https://keystoliteracy.com/resources/worksheets/ (templates for vocabulary) http://www.heinemann.com/shared/onlineresources/e01396/introandchapter1.pdf (online text for teaching argument writing grades 6-12) http://rhetorica.net/argument.htm (explanation of rhetorical terms) https://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/teaching-argument important vocabulary) https://depts.washington.edu/owrc/Handouts/Claims%20Claims%20Claims.pdf (vocabulary resource) http://www.vanderbilt.edu/AnS/english/mwollaeger/cdw.htm (adapted from Toulmin)
Student Resources:	http://www.nea.org/tools/word-webs.html (word webs resource) http://www.eduplace.com/graphicorganizer/ (graphic organizers for organizing terminology) https://keystoliteracy.com/resources/worksheets/ templates for vocabulary)

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	<p>https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (definitions in argument)</p> <p>https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html (various vocabulary graphic organizers)</p> <p>http://www.adlit.org/strategies/22369/ (Frayer model)</p> <p>https://owl.english.purdue.edu/owl/resource/659/01/ (definitions and exercises for argument terminology)</p> <p>http://www.memrise.com/course/254064/300-fallacies/ (learning logical fallacies and vocabulary)</p> <p>https://keystoliteracy.com/resources/worksheets/ (templates for vocabulary)</p> <p>http://www.heinemann.com/shared/onlineresources/e01396/introandchapter1.pdf (online text for teaching argument writing grades 6-12)</p> <p>http://rhetorica.net/argument.htm (explanation of rhetorical terms)</p> <p>https://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/teaching-argument important vocabulary)</p> <p>https://depts.washington.edu/owrc/Handouts/Claims%20Claims%20Claims.pdf (vocabulary resource)</p> <p>http://www.vanderbilt.edu/AnS/english/mwollaeger/cdw.htm (adapted from Toulmin)</p>	
Assessment:	Students may create an interactive word wall of the language of argument writing – and maintain it throughout the unit by providing examples from the texts they study that illustrate the term.	
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)
	<p>Teacher may incorporate movement to explain technical terminology (e.g. act out definition or move between stations)</p> <p>Teacher may provide graphic organizers for vocabulary that are partially complete (guided notes).</p> <p>Teacher may use realia, images and video while presenting technical vocabulary</p> <p>Teacher may provide cognates for ESL students</p>	<p>Students may use graphic organizers to record synonyms.</p> <p>Students may match terminology to definitions</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
		<p>Students may produce an infographic or other visual representation with data from various texts that represents their perspective and interpretation on a point they want to emphasize.</p>
Critical Content:	<ul style="list-style-type: none"> • Transitional elements that create cohesion and clarity of relationships • Organizational skills for arguments 	
Key Skills:	<ul style="list-style-type: none"> • Use words, phrases, and clauses to create cohesion and clarification of relationships between claims and reasons, reasons and evidence, and claims and counterclaims. • Present an argument in a well-organized manner, including using a concluding statement that follows from and supports the argument presented. • Use effective audience and oral delivery skills to persuade an audience. 	
Critical Language:	Points of view, fairness, justice, equality, equity, analysis, questioning, synthesis, sources, evidence, delineation, evaluation,	

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	researching, connections, arguments, perceptions, reasoning, rhetoric/rhetorical devices
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Learning Experience # 3

Task Description:	The teacher may model notetaking and annotation strategies so that students may apply strategic approaches to deconstructing an author’s written argument. [<i>Understanding text</i>]
<i>The teacher may... so that students can...</i>	

Generalization Connection(s):	Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.
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Teacher Resources:	<p>http://www.sojust.net/speeches.html (social justice speeches)</p> <p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p> <p>http://www.teachingthecore.com/purposeful-annotation-close-reading/ (PD resource on purposeful annotation and close reading)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html (teaching annotation from readwritethink.org)</p> <p>http://coe.jmu.edu/learningtoolbox/notetaking.html (General principals behind notetaking and specific issues that need to be addressed)</p> <p>http://www.alextech.edu/en/collegeservices/SupportServices/StudySkills/LectureNoteTaking/MethodsOfNoteTaking.aspx (Methods of notetaking)</p> <p>https://crmsliteracy.wikispaces.com/Note+Taking+Templates (Templates for notetaking)</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Boxes.pdf (Graphic organizer for deconstructing argument)</p> <p>http://rwtinteractives.ncte.org/view_interactive.aspx?id=722 (Online notetaking)</p> <p>http://www.readwritethink.org/files/resources/lesson-docs/MakingEBArgument.pdf (Deconstructing graphic organizer)</p> <p>http://philosophy.hku.hk/think/arg/complex.php (Argument mapping)</p> <p>http://www-rohan.sdsu.edu/~digger/305/toulmin_model.htm (Toulmin graphic organizer)</p>
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Student Resources:	<p>http://www.sojust.net/speeches.html (social justice speeches)</p> <p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p> <p>http://coe.jmu.edu/learningtoolbox/notetaking.html (General principals behind notetaking and specific issues that need to be addressed)</p> <p>http://www.alextech.edu/en/collegeservices/SupportServices/StudySkills/LectureNoteTaking/MethodsOfNoteTaking.aspx (Methods of notetaking)</p> <p>https://crmsliteracy.wikispaces.com/Note+Taking+Templates (Templates for notetaking)</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Boxes.pdf (Graphic organizer for deconstructing argument)</p> <p>http://rwtinteractives.ncte.org/view_interactive.aspx?id=722 (Online notetaking)</p> <p>http://www.readwritethink.org/files/resources/lesson-docs/MakingEBArgument.pdf (Deconstructing graphic organizer)</p>
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	http://philosophy.hku.hk/think/arg/complex.php (Argument mapping) http://www-rohan.sdsu.edu/~digger/305/toulmin_model.htm (Toulmin graphic organizer)	
Assessment:	Students will submit an argument text with their annotations and notes.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may model annotation (using color to connect terminology to examples) Teacher may provide students with partially completed notes Teacher may instruct students using a comprehension strategy (e.g. SQ3R) to better understand the argument being made.	Students may use guided notes to record information about arguments Students may collaborate to complete notes
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
		Students may identify the author’s organizational features in the first column of their notes. In the second column, students will comment on the validity, sufficiency, and relevancy of the author’s choices.
Critical Content:	<ul style="list-style-type: none"> • Note taking strategies for following speakers’ arguments. • Transitional elements that create cohesion and clarity of relationships. 	
Key Skills:	<ul style="list-style-type: none"> • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Evaluate evidence and arguments using a set of criteria. • Follow speakers’ arguments as they develop, taking notes when appropriate. 	
Critical Language:	analysis, questioning, evidence, delineation, evaluation, connections, arguments, reasoning	

Learning Experience # 4	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may present exemplary models of argument and the relationships between parts of an argument (using technical terminology) so that students can identify and explore elements of a strong argument. [<i>Understanding text</i>]
Generalization Connection(s):	The anticipation of opposing claims and their potential rationale can increase a speaker’s or writer’s ability to construct an effective argument. In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.
Teacher Resources:	http://www.sojust.net/speeches.html (social justice speeches)

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	<p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p> <p>http://www.readwritethink.org/resources/resource-print.html?id=30526 (list of famous speeches)</p> <p>http://www.edweek.org/media/25common_2c.pdf (student examples of argument for various grades)</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Critique.pdf (argument analysis activity with suggested texts)</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Boxes.pdf (argument analysis graphic organizer)</p> <p>http://www.archives.gov/exhibits/charters/declaration_transcript.html (option for text)</p> <p>http://www.sojust.net/speeches.html (social justice speeches)</p> <p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p>	
Student Resources:	<p>http://www.sojust.net/speeches.html (social justice speeches)</p> <p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p> <p>http://www.readwritethink.org/resources/resource-print.html?id=30526 (list of famous speeches)</p> <p>http://www.edweek.org/media/25common_2c.pdf (student examples of argument for various grades)</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Critique.pdf (argument analysis activity with suggested texts)</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Boxes.pdf (argument analysis graphic organizer)</p> <p>http://www.archives.gov/exhibits/charters/declaration_transcript.html (option for text)</p> <p>http://www.sojust.net/speeches.html (social justice speeches)</p> <p>http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze)</p> <p>http://www.procon.org/ (Controversial topics with a pro and a con argument)</p> <p>http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)</p>	
Assessment:	<p>Students will identify the organizational features of an argument (claim, supporting or sub claim and supports) complete a graphic organizer to demonstrate comprehension of the argument and its organization.</p> <p>http://press.uchicago.edu/books/turabian/student/Argument_Boxes.pdf (argument analysis graphic organizer)</p>	
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 arguments that vary in complexity in both writing and content. Teachers may provide document in which argument is partially annotated.	Students may complete a “paragraph sort” to place the ideas in order (rather than identifying the parts for an argument from a complete document they will)

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	Teachers may provide partially completed graphic organizer (already contains supporting claims or evidence)	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide students with an alternative text that uses more complex language or deals with the topic in more depth.	Students may identify organizational features of an argument in a graphic organizer while using a more complex text.
Critical Content:	<ul style="list-style-type: none"> • Organizational skills for arguments • Claims and counterclaims in relation to persuasive presentations • Transitional elements that create cohesion and clarity of relationships 	
Key Skills:	<ul style="list-style-type: none"> • Present an argument in in a well-organized manner, including using a concluding statement that follows from and supports the argument presented. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. • Incorporate quotations into support for claims; punctuate correctly using colons. 	
Critical Language:	points of view, analysis, questioning, sources, evidence, delineation, connections, arguments, perceptions, reasoning, rhetoric/rhetorical technique	

Learning Experience # 5		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide an argumentative text (e.g. an editorial, letters to the editor, newspaper commentaries, famous speeches, brochures, etc.) so that students can analyze the use of claim, warrant, and evidence in effective arguments . [<i>Understanding text, Responding to text</i>]	
Generalization Connection(s):	Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.	
Teacher Resources:	http://www.sojust.net/speeches.html (social justice speeches) http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to analyze) http://www.procon.org/ (Controversial topics with a pro and a con argument) http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)	
Student Resources:	http://www.sojust.net/speeches.html (social justice speeches) http://www.debate.org/debates/?keywords=justice&submit=UPDATE+RESULTS (website with debate topics and arguments to	

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	analyze) http://www.procon.org/ (Controversial topics with a pro and a con argument) http://www.pennykittle.net/index.php?page=mentor-texts (commentary “mentor texts” from Penny Kittle’s website)	
Assessment:	Students are given several options from print arguments and are asked to write an objective summary, pointing out the claim, supporting claims and evidence for one argument.	
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 less complex print arguments for students to identify the argument’s claim Teachers may use outline of argument (rather than entire argument) to distinguish between main claim, supporting claims, and supports)	Students may use “sentence stem” (e.g., “In the editorial ...the author... contends that...”) to establish main idea. Students may use “jot dots” to list claims and supports from the argument
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may differentiate by the complexity of the text offered to students.	Students may summarize the claim in a more complex print argument.
Critical Content:	<ul style="list-style-type: none"> • Organizational skills for arguments • Claims and counterclaims in relation to persuasive presentations • Note taking strategies for following speakers’ arguments • Transitional elements that create cohesion and clarity of relationships • Punctuation rules for colons, semicolons, quotation marks, etc 	
Key Skills:	<ul style="list-style-type: none"> • Present an argument in a well-organized manner, including using a concluding statement that follows from and supports the argument presented. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Evaluate evidence and arguments using a set of criteria. • Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. • Follow speakers’ arguments as they develop, taking notes when appropriate. 	
Critical Language:	Points of view, analysis, questioning, synthesis, sources, evidence, delineation, evaluation, arguments, perceptions, reasoning, rhetoric/rhetorical technique	

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Learning Experience # 6		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide a visual argumentative text (e.g.. an advertisement, painting, video, or political cartoon) so that students can begin to identify visual representations of claim, warrant, and evidence. [<i>Understanding text, Responding to text</i>]	
Generalization Connection(s):	Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences. Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.	
Teacher Resources:	https://www.adbusters.org/spoofads (Examples of visual argument from Ad Busters) http://www.tolerance.org/lesson/using-photographs-teach-social-justice (Visual media connecting to justice) http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html . (WWII posters) https://web.cn.edu/kwheeler/documents/Toulmin.pdf (guide to analyze components of Toulmin argument)	
Student Resources:	https://www.adbusters.org/spoofads (Examples of visual argument from Ad Busters) http://www.tolerance.org/lesson/using-photographs-teach-social-justice (Visual media connecting to justice) http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html . (WWII posters) https://web.cn.edu/kwheeler/documents/Toulmin.pdf (guide to analyze components of Toulmin argument)	
Assessment:	Students are given several options from non-print arguments and are asked to write an analysis pointing out the claim, supporting claims and evidence for one and providing an objective summary of the visual.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may use photo essay, news program, video famous speeches to introduce thematic concept (justice and equality). Teacher may provide less complex visual arguments (political cartoons) for students to identify the argument’s claim.	Students may use sentence stems to articulate the claim being made and the relevance of evidence as it supports a claim (The claim this image makes is... I know this because....)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may use additional graphic representations of terminology (info-graphic, image) Teachers may use additional video and images to help clarify meaning of concepts.	Students may summarize the claim for a more complex non-print argument, such as a political ad or product advertisement.
Critical Content:	<ul style="list-style-type: none"> • Organizational skills for arguments • Claims and counterclaims in relation to persuasive presentations • Note taking strategies for following speakers’ arguments • Transitional elements that create cohesion and clarity of relationships • Punctuation rules for colons, semicolons, quotation marks, etc 	
Key Skills:	<ul style="list-style-type: none"> • Present an argument in a well-organized manner • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger 	

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	<p>portions of text.</p> <ul style="list-style-type: none"> • Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. • Follow speakers' arguments as they develop, taking notes when appropriate.
Critical Language:	Points of view, analysis, questioning, synthesis, sources, evidence, delineation, evaluation, arguments, perceptions, reasoning, rhetoric/rhetorical technique

Learning Experience # 7		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide a spoken argument (e.g. video, audio recording) so that students can evaluate the speaker's use claim, warrant, evidence to persuade the audience.	
Generalization Connection(s):	In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.	
Teacher Resources:	https://web.cn.edu/kwheeler/documents/Toulmin.pdf (guide to analyze components of Toulmin argument) http://www.sojust.net/speeches.html (social justice speeches) https://www.youtube.com/watch?v=uoEY1W2Fqxs (Obama's grassroots speech) https://www.youtube.com/watch?v=hed1nP9X7pl (Evil Dictator - State of the Union address)	
Student Resources:	https://web.cn.edu/kwheeler/documents/Toulmin.pdf (guide to analyze components of Toulmin argument) http://www.sojust.net/speeches.html (social justice speeches) https://www.youtube.com/watch?v=uoEY1W2Fqxs (Obama's grassroots speech) https://www.youtube.com/watch?v=hed1nP9X7pl (Evil Dictator - State of the Union address)	
Assessment:	Students will independently critique the effectiveness of speeches by using the guide to Toulmin.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide a rubric for critiquing the effectiveness of the speaker's delivery.	Students may evaluate the effectiveness of a speech on persuading the intended audience by highlighting a rubric.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may critique the presentation in short written responses, role playing as if they were a member of the audience, a political figure, ect. Students may imitate effective techniques for delivering a spoken argument.
Critical Content:	<ul style="list-style-type: none"> • Criteria for evaluating evidence and arguments for validity, relevance, accuracy, sufficiency • Effective audience and oral delivery skills for persuasion • Claims and counterclaims in relation to persuasive presentations 	

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Key Skills:	<ul style="list-style-type: none"> • Use effective audience and oral delivery skills to persuade an audience. • Evaluate evidence and arguments using a set of criteria. • Follow speakers' arguments as they develop, taking notes when appropriate. • Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning. (RWC10-GR.9-S.2-GLE.2-EO.g)
Critical Language:	Sources, evidence, evaluation, researching, connections, arguments

Learning Experience # 8		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may model and provide examples of effective and ineffective oral delivery skills and presentation techniques (audio and visual) so that students can identify specific skills that may be used to persuade an audience during a presentation. [<i>Understanding text, Responding to text, Critiquing text</i>]	
Generalization Connection(s):	In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.	
Teacher Resources:	http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf (rubric for assessing oral presentation) http://www.betterhighschools.org/MidwestSIG/documents/Szachowicz_handout3.pdf (rubric for assessing oral presentation) http://www.saylor.org/site/wp-content/uploads/2014/01/K12ELA7-7.2.2-PersuasiveTechniquesHandout-BY-SA1.pdf (Effective ways to persuade) http://www.copyblogger.com/persuasive-copywriting-words/ (Top five persuasive words in the English language) http://www.history.com/topics/us-presidents/kennedy-nixon-debates (exemplar debate) http://www.sites4teachers.com/links/redirect.php?url=http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf (Rubrics for presentations)	
Student Resources:	http://www.sojust.net/speeches.html (social justice speeches) https://www.youtube.com/watch?v=uoEY1W2Fqxs (Obama's grassroots speech) https://www.youtube.com/watch?v=hed1nP9X7pl (Evil Dictator - State of the Union address)	
Assessment:	Students may identify, analyze, and compare effective and ineffective oral techniques from two different speeches .	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may specify techniques that the student needs to be looking for and provide a cue when the technique will soon take place. The teacher may also pair a below grade level student with a peer for help.	Students may identify and explain the strength/weakness of a given oral technique.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	The teacher may provide questions that get to why certain techniques have proven to be more effective than others.	Students may explain why effective oral delivery techniques strengthen one’s argument (e.g. describe impact of eye contact on audience).
Critical Content:	<ul style="list-style-type: none"> • Effective audience and oral delivery skills for persuasion • Claims and counterclaims in relation to persuasive presentations 	
Key Skills:	<ul style="list-style-type: none"> • Present an argument in in a well-organized manner, including using a concluding statement that follows from and supports the argument presented. • Use effective audience and oral delivery skills to persuade an audience. • Evaluate evidence and arguments using a set of criteria. • Follow speakers’ arguments as they develop, taking notes when appropriate. 	
Critical Language:	Points of view, synthesis, sources, evidence, arguments, perceptions, and reasoning	

Learning Experience # 9	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may model using criteria to evaluate evidence so that students can understand that evidence in support of a claim must be valid and relevant. [<i>Understanding text, Critiquing text</i>]
Generalization Connection(s):	<p>Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.</p> <p>Arguments for change/justice increase their effectiveness and potential for impact through powerfully justified and reasoned positions.</p> <p>The anticipation of opposing claims and their potential rationale can increase a speaker’s or writer’s ability to construct an effective argument.</p> <p>In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.</p>
Teacher Resources:	<p>https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (Toulmin’s analysis)</p> <p>https://www.brainpop.com/games/argumentwars/ (game for evaluating opposing arguments that incorporates social sciences)</p> <p>http://www.readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf (adaptable evidence-based argument checklist)</p> <p>http://www.google.com/url?sa=t&rct=j&q=criteria%20for%20evaluating%20evidence&source=web&cd=1&ved=0CCMQFjAA&url=ht tp%3A%2F%2Ftep.uoregon.edu%2Fresources%2Fexchange%2Fstudyskills%2Fdocs%2FGuidelines_to_Evaluating_Evidence.doc&ei=zI a5VOzaDonksASvu4CICQ&usg=AFQjCNE-hNoT3rXUae1EakyMtEQABQQA&bvm=bv.83829542,d.cGU (evaluating evidence)</p> <p>http://ucblibraries.colorado.edu/how/evaluate.htm (evaluating evidence)</p> <p>https://owl.english.purdue.edu/owl/owlprint/553/ (evaluation during reading)</p> <p>http://ucblibraries.colorado.edu/how/evaluate.htm (evaluating evidence and credibility)</p> <p>http://www.groundsforargument.org/drupal/evidence/what-counts/LRSintheWild (what makes good evidence)</p>

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Student Resources:	https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (Toulmin’s analysis) https://www.brainpop.com/games/argumentwars/ (game for evaluating opposing arguments that incorporates social sciences) http://www.readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf (adaptable evidence-based argument checklist) http://www.google.com/url?sa=t&rct=j&q=criteria%20for%20evaluating%20evidence&source=web&cd=1&ved=0CCMQFjAA&url=ht tp%3A%2F%2Ftep.uoregon.edu%2Fresources%2Fexchange%2Fstudyskills%2Fdocs%2FGuidelines%20to%20Evaluating%20Evidence.doc&ei=zI a5VOzaDonksASvu4CICQ&usg=AFQjCNE-hNot3rXUael1EakyMtEQABQKQA&bvm=bv.83829542,d.cGU (evaluating evidence) http://ucblibraries.colorado.edu/how/evaluate.htm (evaluating evidence) https://owl.english.purdue.edu/owl/owlprint/553/ (evaluation during reading) http://ucblibraries.colorado.edu/how/evaluate.htm (evaluating evidence and credibility) http://www.groundsforargument.org/drupal/evidence/what-counts/LRSintheWild (what makes good evidence)	
Assessment:	Students will complete a graphic organizer or two-column notes to identify evidence and evaluate the effectiveness in supporting a claim.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide visual aids, such as the use of consistent symbols, colors, or icons, to help students annotate understand the distinction between elements of argument (e.g. claim, data/evidence, warrant, counterclaim)	Students may be given either a claim or piece of evidence and they must interact with peers until they find their match. http://www.sharemylesson.com/teaching-resource/mongol-empire-claim-evidence-matching-activity-50033348/
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
		Students may identify evidence that supports a claim and then justify its relevance and validity in regard to the main claim.
Critical Content:	<ul style="list-style-type: none"> • Criteria for evaluating evidence and arguments for validity, relevance, accuracy, sufficiency • Claims and counterclaims in relation to persuasive presentations • Note taking strategies for following speakers’ arguments 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate evidence and arguments using a set of criteria. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning. 	
Critical Language:	Points of view, analysis, questioning, synthesis, sources, evidence, delineation, evaluation, connections, arguments, reasoning	

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Learning Experience # 10		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may present an argument that demonstrates the use of fallacious reasoning so that students can apply terminology (bias, spin, propaganda, logical fallacy, etc.) in analyzing errors in logical reasoning. [<i>Understanding text, Critiquing text</i>]	
Generalization Connection(s):	Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences. In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims.	
Teacher Resources:	https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (avoiding 9 logical fallacies) http://www.nytimes.com/2014/10/24/us/fallacies-are-spreading-as-readily-as-the-virus-has.html?_r=0 (fallacies) https://owl.english.purdue.edu/owl/resource/659/03/ (logical fallacies) http://writingcenter.unc.edu/handouts/fallacies/ (definitions and examples of fallacies) https://owl.english.purdue.edu/owl/resource/659/03/ (examples of logical fallacies from OWL Purdue) http://www.copypress.com/blog/youre-using-fallacies-and-you-dont-even-know-it/ (examples of logical fallacies in advertising) http://www.mrgunnar.net/ap.cfm?subpage=348991 (great source for teaching fallacies)	
Student Resources:	https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (avoiding 9 logical fallacies) http://www.nytimes.com/2014/10/24/us/fallacies-are-spreading-as-readily-as-the-virus-has.html?_r=0 (fallacies) https://owl.english.purdue.edu/owl/resource/659/03/ (logical fallacies) http://writingcenter.unc.edu/handouts/fallacies/ (definitions and examples of fallacies) https://owl.english.purdue.edu/owl/resource/659/03/ (examples of logical fallacies from OWL Purdue) https://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument#what (avoiding 9 logical fallacies) http://www.nytimes.com/2014/10/24/us/fallacies-are-spreading-as-readily-as-the-virus-has.html?_r=0 (fallacies) https://owl.english.purdue.edu/owl/resource/659/03/ (logical fallacies) http://writingcenter.unc.edu/handouts/fallacies/ (definitions and examples of fallacies) https://owl.english.purdue.edu/owl/resource/659/03/ (examples of logical fallacies from OWL Purdue) http://www.copypress.com/blog/youre-using-fallacies-and-you-dont-even-know-it/ (examples of logical fallacies in advertising) http://www.mrgunnar.net/ap.cfm?subpage=348991 (great source for teaching fallacies)	
Assessment:	Students are given a piece of propaganda (text, visual, or other diverse media) that contains a logical fallacy or fallacies. Students will identify the logical fallacy and explain why the reasoning is fallacious.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide images, videos, article, etc to explain various arguments Teacher is more selective in determining which examples of fallacious reasoning will be given to students below grade level. Teachers may create a concept map for the argument to help the student with understanding the basis of the argument.	Students may identify fallacious arguments portrayed in images (https://bookofbadarguments.com/?view=flipbook). Students may use two column notes to purposely identify fallacious reasoning and to revise fallacious statements into sound reasoning in supporting a claim.

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may ask students to research and identify logical fallacy in popular or social media.	Students may turn in the logical fallacy that they researched as well as a reflection or notes explaining the faulty reasoning.
Critical Content:	<ul style="list-style-type: none"> • Criteria for evaluating evidence and arguments for validity, relevance, accuracy, sufficiency • Fallacious reasoning in texts) 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate evidence and arguments using a set of criteria. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning. 	
Critical Language:	Points of view, analysis, questioning, synthesis, sources, evidence, delineation, evaluation, connections, arguments, perceptions, reasoning, rhetoric/rhetorical technique	

Learning Experience # 11		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may guide research opportunities so that students can begin to evaluate and choose relevant sources. Teacher note: This Learning Experience begins the process of students analyzing and critiquing two arguments for the Performance Assessment.	
Generalization Connection(s):	Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences. Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.	
Teacher Resources:	Any of the articles, speeches, videos used in earlier learning experiences Social justice	
Student Resources:	Any of the articles, speeches, videos used in earlier learning experiences	
Assessment:	Students will select specific argumentative texts to analyze on a social justice topic of their choice. Students will receive feedback from peers and the teacher as they develop their analysis and critique of the two arguments. This will be on-going formative feedback on student work.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may highlight or otherwise indicate sections that need revision.	Student will revise with guidance from the teacher.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	The teacher may use strategic grouping of students to check the work of their peers for accuracy of source integration	Students may turn in a peer editing checklist that includes a reflection on errors that were corrected.
Critical Content:	<ul style="list-style-type: none"> • Organizational skills for arguments • Transitional elements that create cohesion and clarity of relationships • Punctuation rules for colons, semicolons, quotation marks, etc 	
Key Skills:	<ul style="list-style-type: none"> • Present an argument in a well-organized manner, including using a concluding statement that follows from and supports the argument presented. • Use words, phrases, and clauses to create cohesion and clarification of relationships between claims and reasons, reasons and evidence, and claims and counterclaims. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. • Incorporate quotations into support for claims; punctuate correctly using colons. 	
Critical Language:	Analysis, synthesis, sources, evidence, delineation, evaluation, arguments, reasoning, rhetoric/rhetorical technique	

Learning Experience # 12		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may model the process for comparative analysis of two arguments so that student can begin to understand the value of and process for critiquing two arguments. [<i>Understanding text, responding to text, critiquing text, producing text</i>]	
Generalization Connection(s):	<p>Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences.</p> <p>In order to evaluate the soundness of an argument, good readers/audiences look further than the main claims. Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.</p>	
Teacher Resources:	https://owl.english.purdue.edu/engagement/2/1/44/ https://www.noredink.com/teach/courses/158569/assessments/new https://www.ets.org/gre/revised_general/prepare/analytical_writing/argument (analyzing written argument from GRE) http://writing.colostate.edu/guides/pdfs/guide58.pdf (resource for analyzing Toulmin argument from Colorado State University) https://web.cn.edu/kwheeler/documents/Toulmin.pdf (resource for analyzing Toulmin arguments)	
Student Resources:	https://owl.english.purdue.edu/engagement/2/1/44/ https://www.noredink.com/teach/courses/158569/assessments/new https://www.ets.org/gre/revised_general/prepare/analytical_writing/argument (analyzing Written Argument from GRE) http://writing.colostate.edu/guides/pdfs/guide58.pdf (resource for analyzing Toulmin argument from Colorado State University)	

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	https://web.cn.edu/kwheeler/documents/Toulmin.pdf (resource for analyzing Toulmin arguments)	
Assessment:	Students will receive feedback from peers and the teacher as they develop their analysis and critique of the two arguments. This will be on-going formative feedback on student work.	
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"> • Organizational skills for arguments • Effective audience and oral delivery skills for persuasion • Claims and counterclaims in relation to persuasive presentations • Transitional elements that create cohesion and clarity of relationships • Punctuation rules for colons, semicolons, quotation marks, etc. 	
Key Skills:	<ul style="list-style-type: none"> • Use words, phrases, and clauses to create cohesion and clarification of relationships between claims and reasons, reasons and evidence, and claims and counterclaims. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Follow speakers’ arguments as they develop, taking notes when appropriate. • Delineate and evaluate the argument of specific claims in a text, assessing validity of reasoning and the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning. • Incorporate quotations into support for claims; punctuate correctly using colons. 	
Critical Language:	points of view, analysis, synthesis, sources, evidence, delineation, evaluation, connections, arguments, perceptions, reasoning	

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Learning Experience # 13		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may model various methods for integrating and synthesizing source information (e.g. direct quotations, paraphrasing, and paragraphing) with accurate conventions and mechanics so that students can apply conventions to more effectively persuade an audience. [<i>Understanding text, responding to text, critiquing text, producing text</i>]	
Generalization Connection(s):	Arguments, supported in an organized manner by sound reasoning and multiple examples of evidence, bring about changes in the attitudes, actions, and beliefs of audiences. Writers attend to the conventions of language in order to establish credibility and more effectively persuade an audience.	
Teacher Resources:	http://www.syracusecityschools.com/tfiles/folder717/Signal%20Words.pdf (common persuasive phrases) https://owl.english.purdue.edu/owl/resource/563/1/ (explanation and exercises integrating sources through summarizing, paraphrasing and direct quotation) https://towsonhs.bcps.org/UserFiles/Servers/Server_244352/File/Staff%20Documents/English/Alford,%20Curt/composition/Blending.pdf (examples and explanation of how to integrate quotations) http://www.indiana.edu/~wts/pamphlets/using_evidence.pdf (integrating evidence into writing) http://www.groundsforargument.org/drupal/?q=evidence/sidebar/whentoqps (strategies for including sources) http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html (punctuation proofreading with strategies)	
Student Resources:	http://www.syracusecityschools.com/tfiles/folder717/Signal%20Words.pdf (common persuasive phrases) https://owl.english.purdue.edu/owl/resource/563/1/ (explanation and exercises integrating sources through summarizing, paraphrasing and direct quotation) https://towsonhs.bcps.org/UserFiles/Servers/Server_244352/File/Staff%20Documents/English/Alford,%20Curt/composition/Blending.pdf (examples and explanation of how to integrate quotations) http://www.indiana.edu/~wts/pamphlets/using_evidence.pdf (integrating evidence into writing) http://www.groundsforargument.org/drupal/?q=evidence/sidebar/whentoqps (strategies for including sources) http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html (punctuation proofreading with strategies)	
Assessment:	Students will receive feedback from peers and the teacher as they develop their analysis and critique of the two arguments. This will be on-going formative feedback on student work.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may highlight or otherwise indicate sections that need revision.	Student may revise with guidance from the teacher.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use strategic grouping of gifted students to check the work of their peers for accuracy of source integration. If he or she discovers errors in source integration, the gifted student will be responsible for re-teaching his or her peer.	Students may turn in a peer editing checklist that includes a reflection on errors that were corrected.

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Critical Content:	<ul style="list-style-type: none"> • Organizational skills for arguments • Transitional elements that create cohesion and clarity of relationships • Punctuation rules for colons, semicolons, quotation marks, etc.
Key Skills:	<ul style="list-style-type: none"> • Present an argument in a well-organized manner, including using a concluding statement that follows from and supports the argument presented. • Use words, phrases, and clauses to create cohesion and clarification of relationships between claims and reasons, reasons and evidence, and claims and counterclaims. • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text. • Introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. • Incorporate quotations into support for claims; punctuate correctly using colons.
Critical Language:	Analysis, synthesis, sources, evidence, delineation, evaluation, arguments, reasoning, rhetoric/rhetorical technique