Rigorous Curriculum Design
Unit Planning Organizer

Subject:	English Language Arts			Grade:		7th
Unit Number:	5	Unit Name:		Taking a Stand		
Unit Length	Days: 5 weeks/ 1 buffer		Mins / Day: 50			
Unit Synopsis	Participating in an enlightened society (or perhaps undergoing some sort of Renaissance) requires taking a stand to induce change. Taking a stand for change might need to occur at several levels including: the individual, family, school, or community. Using fiction as a springboard for various topics, students will research and write arguments to engage in Philosophical Chairs **and/or** debate to discuss your group's topic.					

	ELA CCSS
Priority Standards	RL7 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RI7. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. W7. 1. Write arguments to support claims with clear reasons and relevant evidence. SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Supporting Standards	RL7. 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Needed at the high end of the range. RI7. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed W7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). SL7. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. L7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
Target ELD Standards	**Collaborative** 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4, W.1) **Interpretative** 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.2, RI.1) 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5) 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5) **Productive** 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5) 11. Justifying own arguments and evaluating others' arguments in writing (W.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
RL. 2 Determine Analyze Provide	a theme or central idea of a text its development over the course of the text an objective summary of the text	4 (Analyze)	3 (Analyze)
W. 1 Write	arguments to support claims with clear reasons and relevant evidence	6 (Create)	4 (Synthesize and Articulate)
SL. 4 Present	claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	6 (Create)	3 (Synthesize and Develop)
L. 5 Demonstrate Distinguish	understanding of figurative language, word relationships, and nuances in word meanings. among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	4 (Analyze)	2 (Identify and Distinguish)

Learning Progressions of Skills and Concepts

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas		
Previous Grade	**Current Grade**	**Next Grade**	
RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	RL7. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text	
Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words		
Previous Grade	**Current Grade**	**Next Grade**	
Anchor Standard	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Previous Grade	**Current Grade**	**Next Grade**	

W6.1. Write arguments to support claims with clear reasons and relevant evidence	W7. 1. Write arguments to support claims with clear reasons and relevant evidence.	W8.1. Write arguments to support claims with clear reasons and relevant evidence.

Anchor Standard	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

Previous Grade	Current Grade	Next Grade
SL6.4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	SL7.4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	SL8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Anchor Standard	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Previous Grade	Current Grade	Next Grade
L6.5. Demonstrate understanding of figurative language ,word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	L8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	*Corresponding Big Ideas*
1. *How are themes and central idea determined?* 2. *How are arguments supported?* 3. *How is a strong presentation delivered?* 4. *Why is the use of figurative language important?*	1. *Through analysis, all texts develop a theme or central idea and can be summarized.* 2. *Claims, reasons, and relevant evidence support arguments.* 3. *When orally presenting claims and findings, use appropriate eye contact, volume, and pronunciation.* 4. *Words and phrases can have literal and figurative meanings.*

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	**Content/Domain Specific Vocabulary (Tier 3)**
RI.7.2 – determine, analyze, objective, central idea, summary **RL.7.2** – cite evidence claims, counterarguments, opposing claims, credible source, text, conclusion **W.7.2**-address, relevant evidence, topic, persuade, style,	**RL.7.2** – theme **L4**- nuances, distinguish, in context **L.7.5**- figurative language, figure of speech, connotation, denotations

cohesion, supporting evidence
SL.7.1- presentation, narrative, coherent, emphasizing, focused, summary
L.7.4- distinguish, in context

Resources for Vocabulary Development (Strategies, Routines and Activities)

Graphic organizers/webs

BUDGET-VOCABULA
RY-MATRIX.doc

Frayer Model.pdf

Strategy – word wall   **Activities**-vocabulary bingo

Unit Assessments	
Pre-Assessment	**Post-Assessment**
Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.
Scoring Guides and Answer Keys	
Assessment Differentiation	

	Reference IEP
Students with Disabilities	*Accommodations*
	Modifications

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Participating in an enlightened society (or perhaps undergoing some sort of Renaissance) requires creativity and change. Creative changes could occur at several levels including: the individual, school, or within a community. Using fiction as a springboard for various topics, students will research and write arguments to engage in Philosophical Chairs or debate to discuss your group's topic. Situation: You are looking to change views within individuals, your school, or your community. Challenge: Come up with a strong claim (position), talking points, and counter-arguments/rebuttals on chosen topic using strong, credible evidence to support claim. Role: Student is a member of a group. Audience: (Varies) Other students, principal, teacher, school board member, mayor, member of Congress, parents, etc. Product: Written argumentative essay and choice of participation in Philosophical Chairs or debate. Performance: Philosophical Chairs or debate.		Days: 4 Mins/Day: 50

Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	**Description**	**Suggested Length of Time**
Task 1: Use argumentative strategies to take stand on a topic. Use either a graphic organizer or write it in paragraph form.	Explore the need for strong argumentative strategies as well as read a piece of literature and debate related claims.	Days: 5-7 Mins/Day: 45-50
Task 2: Read an informational text and provide a personal claim with evidence.	Identify and evaluate an author's claim and use reasons and evidence to support a position.	Days: 3-5 Mins/Day: 45-50
Task 3: Practice debate or Philosophical Chairs	Use various media and/or text versions on the same topic to practice the art of argument. (Philosophical Chairs or debate)	Days: 7 Mins/Day:
Task 4: Write an argumentative essay	Write an argumentative essay using the information from Task 3.	Days: 5

in MLA format		Mins/Day:
Interdisciplinary Connections	History and Science	
Scoring Rubric	*Teacher uses Discussion Assessment Chart "See - P.Chairs Resources"* **Student fill in Reflection Sheet "*See - P.Chairs Resources*"** Teacher uses persuasive essay rubric	

21ˢᵗ Century Skills	
☐ Creativity and Innovation	☒ Initiative and Self-Direction
☒ Critical Thinking and Problem Solving	☒ Social and Cross-Cultural Skills
☒ Communication and Collaboration	☒ Productivity and Accountability
☒ Flexibility and Adaptability	☒ Leadership and Responsibility
☐ Globally and Financially Literate	☐ _____
☒ Information and Media Literacy	☐ _____

Connections between 21ˢᵗ Century Skills, CCCSS, and Unit Overview:

from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework

Authentic Performance Task 1

Task Description	Students will explore the need for strong argumentative strategies as well as read a piece of literature and debate related claims.	**Suggested Length**	Days: 5-7 days
Standards Addressed	**Priority Standard(s)**		
	RL7 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
	Supporting Standard(s) Task 1		
	RI7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). L7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
	Target ELD Standard(s) Task 1		
	Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4, W.1) **Interpretative** 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.2, RI.1 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5) 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5) **Productive** 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5) 11. Justifying own arguments and evaluating others' arguments in writing (W.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)		
Essential Question(s)	1. *How are themes and central idea determined?* 2. *Why is the use of figurative language important?*		
Big Idea(s)	1. *Through analysis all texts develop a theme or central idea and can be summarized.* 2. *Words and phrases can have literal and figurative meanings.*		

Bloom's	DOK	Scoring Rubric
4	3	See below

<table>
<tr><td rowspan="2">Teaching and Learning Sequence</td><td colspan="3">(Suggested Instructional Strategies for Task 1)

1. Brainstorm - Students will brainstorm a list of times they have tried to convince someone of something. What did they say to achieve the result they wanted?
2. Quick write – Students choose an argument in which they were successful. They will write about the situation and how they convinced their audience.
3. Graphic Organizer – Students read statements and decide whether they agree or disagree. They must provide an explanation for their opinion.
4. Academic Language Scripts – Introduce sentence frames for agreeing or disagreeing. Teacher chooses a topic and selects non-volunteer students to respond using the sentence frames. *Provide sentence frames using the whiteboard/smart board or make copies for the students to have as a resource.
5. Readings from the Language of Literature Anthology– The narrative poem: "The Highway Man" by Alfred Noyes page 564. (Other suggestions - "The Scholarship Jacket", by Marta Salinas: Short Story: "What Do Fish Have to Do with Anything?" By Avi, page 206 or "Amigo Brothers" by Piri Thomas, page 361.)
6. Taking a Stand – Teacher provides a claim about one (or more) of the literature pieces read in class and students take a stand.
    A. Possible claims:
      - You should sacrifice your life for love.
      - You should be given the death penalty for burglary.
      - It's okay to steal or lie to help others.
      - People are ashamed of being unhappy.
      - You shouldn't allow circumstances to affect your friendship.</td></tr>
<tr><td colspan="3">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Which Claim to Believe T1.docx   Academic Language Scripts.pdf</td></tr>
</table>

Strategies for Differentiation for Task 1				

All Students	SWD	ELs	Enrichment
Take a stand in all situations.	**Reference IEP** *Accommodations* *See student's IEP* *Modifications* *See student's IEP*	**Emerging** Highlight the reading Sentence Frames **Expanding** Brainstorm Choral Reading Sentence Frames **Bridging** Pair Share Writing opportunities	Lead the class with a discussion on a given topic/claim.

Scoring Rubric	3 – Student provides 2 reasons to support his/her claim 2 – Student provides 1 reason to support his/her claim 1 – student provides a vague/unclear reason(s)

Authentic Performance Task 2

Task Description	Students will identify and evaluate an author's claim and use reasons and evidence to support a position.	Suggested Length	Days: 3-5 days

<table>
<tr><td rowspan="10">Standards Addressed</td><td colspan="3" align="center">Priority Standard(s)</td></tr>
<tr><td colspan="3">SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td></tr>
<tr><td colspan="3" align="center">Supporting Standard(s)</td></tr>
<tr><td colspan="3">RI7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
W7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</td></tr>
<tr><td colspan="3" align="center">Target ELD Standard(s) Task 2</td></tr>
<tr><td colspan="3"><u>Collaborative</u>
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4, W.1)
<u>Interpretive</u>
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.2, RI.1
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5)
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5)
<u>Productive</u>
9. Expressing information and ideas in formal oral presentations on academic topics (SL.4)
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5)
11. Justifying own arguments and evaluating others' arguments in writing (W.1)
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)</td></tr>
<tr><td>Essential Question(s)</td><td colspan="3">1.   How are arguments supported?</td></tr>
<tr><td>Big Idea(s)</td><td colspan="3">1.   Claims, reasons, and relevant evidence support arguments.</td></tr>
</table>

Bloom's	DOK	Scoring Rubric
6	3	See page 11

Teaching and Learning Sequence	**(Suggested Instructional Strategies for Task 2)**
	
	1. **Predict** – Students will predict the arguments FOR and AGAINST about vending machines in school.
	2. **Read** – The Informational Text: "Another Study Highlights the Insanity of Selling Junk Food in School Vending Machines" by Karen Kaplan/*Los Angeles Times*.
	   - Identify and mark the writer's claim
	   - Highlight the reasons and evidence the writer uses to support that claim.
	3. ***SOAPSTone** – (other options: PapaSquare/PATH)
	4. **Writing a Claim** – Students will write their own claim in response to the question: "Should vending machines be banned from schools?"
	5. **Academic Language Scripts** – Using the sentence frames, students will engage in conversations to defend their claim. (Select high academic students to model debating skills).

Resources and Materials	**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts- Task 2)** SOAPSTone.docx Exploring and Evaluating Reasons a PAPASquare.pdf Vending machines article.pdf **www.dailymail.com.co.uk/newsarticle(An article on teens disapproving of Michelle Obama's vending machine ban)**

Strategies for Differentiation Task 2			
All Students	**SWD**	**ELs**	**Enrichment**
Read an informational text and provide a personal claim.	**Reference IEP** *Accommodations* *See Student's IEP* *Modifications* *See Student's IEP*	**Emerging** Work with a partner Use highlighters Sentence Frames Provide models Guided debate **Expanding** Think Alouds Work with a partner Sentence Frames	Include rebuttals for personal claim.

		Bridging Include reasons for their claims Sentence Frames	

Scoring Rubric	3 – Student Includes claim supported by two pieces of textual evidence. 2 - Student Includes claim supported by one piece of textual evidence. 1 - Student Includes claim with no textual evidence or evidence does not support claim. 0 – Irrelevant claim or no claim/evidence.

Authentic Performance Task 3

Task Description	Use various media and/or text versions on the same topic to practice and reflect on the art of argument. (Philosophical Chairs or debate)	Suggested Length	Days: 7

	Priority Standard(s)		
Standards Addressed	SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA		
	Supporting Standard(s)		
	SL7. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. RI7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
	Target ELD Standard(s)		
	<u>Collaborative</u> 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4, W.1) <u>Interpretative</u> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.2, RI.1 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5) 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5) <u>Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5) 11. Justifying own arguments and evaluating others' arguments in writing (W.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)		

Essential Question(s)	1) Why are multimedia sources of a text used? 2) How is a strong presentation delivered?
Big	1) Multimedia versions of a text can be compared and contrasted.

Idea(s)	2) When orally presenting claims and findings, use appropriate eye contact, volume, and pronunciation.		
Bloom's		**DOK**	**Scoring Rubric**
6-SL 7.4		4-RI 7.7 3-SL 7.4	Student participates in all sections of the *Discussion Assessment Chart* **Rubric:** 4-5 sections completed-4 3 sections completed-3 2 sections completed-2 1 section completed-1 (teacher can modify the categories)

Teaching and Learning Sequence	**(Suggested Instructional Strategies for Task 3)** **Product: Debate or Philosophical Chairs' activity and Reflection** **Great resource for teaching progression:** http://www.scholastic.com/teachers/lesson-plan/philosophical-chairs-discussion 1) **Mini Lesson:** Introduce the idea of LOGOS. (you can talk about pathos and ethos, but focus on logos) 2) **Mini Lesson:** Review idea of counter arguments/rebuttal 3) Read and annotate the articles on VIDEO GAMES (or some other topic) and find examples of LOGOS 4) Optional ---Show a media version or two on either/both sides of topic 5) Fill in graphic organizer to prepare speaking points/notes 6) Class performs Philosophical Chairs/ Debate • *Teacher uses Discussion Assessment Chart "See - P.Chairs Resources"* 7) Student fill in **Reflection Sheet** *"See - P.Chairs Resources"*
	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) Ban Violent Video Games articles.pdf P.Chairs Resources.pdf

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**

Will participate in a discussion.	Reference IEP *Accommodations* *Modifications*	**Emerging** 1) Partially completed graphic organizer 2) Partially annotated articles 3) Sentence frames for forming claims/rebuttals **Expanding** 1) Partially completed graphic organizer 2) Partially annotated articles **3)** Sentence frames for forming claims/rebuttals **Bridging** 1. Partially completed graphic organizer **2.** Sentence frames for forming claims/rebuttals	**Find own research to enrich arguments.** Add in all three kinds of appeals (ethos, logos, and pathos) to discussions

Scoring Rubric	**Rubric for Philosophical Chairs/Debate Assessment:** **Student completes 4-5 sections of the Discussion Assessment Chart - 4** **Student completes 3 sections -3** **Student completes 2 sections -2** **Student completes 1 section -1** **(Teacher can modify the categories)**

Authentic Performance Task 4

Task Description	Write, revise, and edit an argumentative essay using the information from Task 3.	Suggested Length	Days: 5

Standards Addressed	**Priority Standard(s)**		
	W7. 1. Write arguments to support claims with clear reasons and relevant evidence.		
	Supporting Standard(s)		
	RI7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **W7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed** **W7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.** **W7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	Target ELD Standard(s)		
	Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4, W.1) **Interpretative** 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.2, RI.1 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5) 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5) **Productive** 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5) 11. Justifying own arguments and evaluating others' arguments in writing (W.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)		
Essential	**How are themes and central idea determined?**		

Question(s)	How are arguments supported?
Big Idea(s)	Through analysis all texts develop a theme or central idea and can be summarized. Claims, reasons, and relevant evidence support arguments.

Bloom's	DOK	Scoring Rubric
6	4	See SBAC Livebinder below at the end of task 4

Teaching and Learning Sequence	**(Suggested Instructional Strategies and Tasks)** 1) Review **format of argumentative essay** • **Mini-Lesson** on counter-argument/claim and rebuttal 2) Show exemplars that include in-text citation and optional Works Cited page 3) **Prewrite** essay using graphic organizer (t-chart or webs etc.) • Write **essay Make sure kids are stating the claim, giving/citing facts--- (What it says…what it means…why it matters)** 4) Revise/edit essay (use your own techniques) 5) Write final draft of essay

Resources and Materials	**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)** ## Use *Step Up to Writing* resources Persuasive Essay Student ppt. WritingRubric_Argumentative.pdf Logos Ethos Pathos ppt.ppt

Strategies for Differentiation Task 4			
All Students	SWD	ELs	Enrichment

Write an argumentative essay	Reference IEP *Accommodations* *Modifications*	**Emerging** 1) Provide intro./concl. paragraphs 2) Sentence frames 3) Partners 4) Paragraph frame 5) Color code essay parts using *SUTW*	**-Have more/in-depth paragraphs** **Require 3 or more resources** **Require more than 2 reasons/explanations per claim** (*what text says-what text means-why it matters*)
		Expanding 1. Paragraph frame 2. Partners 3. Provide either introduction, conclusion and/ or lead/blueprint **4.** Color code essay parts using *SUTW*	
		Bridging 1) Color code essay parts using SUTW 2) Partners	

Scoring Rubric	Livebinder SBAC rubric WritingRubric_Argum entative.pdf

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
Description: Participating in an enlightened society (or perhaps undergoing some sort of Renaissance) requires taking a stand to induce change. Taking a stand for change might need to occur at several levels including: the individual, family, school, or community.   Students will research and write arguments to engage in Philosophical Chairs and/or debate to discuss your group's topic. Use both fiction and non-fiction to as springboards for debatable topics. Situation: Students take a stand on an issue in order to change the view of individuals, their school, or their community. Challenge: Create a strong claim (position), talking points, and counter-arguments/rebuttals on a chosen topic using strong, credible evidence to support claim. Role: Student is a member of a group. Audience: (Varies) Other students, principal, teacher, school board member, mayor, member of Congress, parents, etc. Product: Written argumentative essay and choice of participation in Philosophical Chairs or debate. Performance: Philosophical Chairs or debate.

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
These are whole class lessons for all students	*Reference IEP* *Accommodations* *Modifications*	**Emerging** -Provide a partial script -Partners -Teachers choose a very basic topic with articles and videos that are at an accessible level **Expanding** -Sentence frames for the essay -Graphic organizer for arguments and possible rebuttal statements -Partners -Leveled reading material **Bridging** -Sentence frames for the essay -Graphic organizer for arguments and possible rebuttal statements -Partners	-More in depth discussions -Accountable for more speaking time -Deeper analysis of the arguments presented

Feedback to Curriculum Team	
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?	
Successes	Challenges
Student Perspecti	
Teacher Perspective	