

## UNIT OVERVIEW PLANNING

	Learning Goals (Skills)	Concepts or EQs	Summary of Key Lesson Activities (High Challenge/High Engagement)	Plans for Support (Scaffolds & Differentiation)	How Connection or Engagement is Achieved	Formative Assessment Prompts
<b>Lesson 1</b>	2 - Students will be able to distinguish between <i>the different elements of persuasive writing</i> .	EQ – What gives words power?  1 - SW Understand that <i>Language has the power to influence people's beliefs and behaviors</i>	<ol style="list-style-type: none"> <li>4-Corners Launch - Share the U and and pose the EQ. Think Pair and Share. Make list of student responses on board. – U and EQ</li> <li>Review the elements of persuasion – with examples - addressing misconceptions - LG2</li> <li>In trios, students sort examples of “support” into ethos, pathos, logo (on post-its defend why) – LG2</li> <li>Ambassador from each trio rotates to new trio to discuss and debate answers.</li> <li>In home trios, students discuss the “power” of each type of support – U &amp; EQ</li> <li>Introduce Performance Task</li> </ol>	<p>Readiness for LG2 – Address misconceptions from pre-assessment in step 2</p> <p>Make sure materials in sorts include text paired with visuals to support ENLs an SWD.</p>	<ul style="list-style-type: none"> <li>LG1 (U) - Use answers from Q1 to form 4 corners discussion groups about how words have given students powers in their lives.</li> </ul>	<p>LG2 – Selected Response – MC – Three examples of persuasive language. Students will identify each as utilizing ethos, pathos, and logos.</p> <ul style="list-style-type: none"> <li>LG1 – Last question will ask students to choose at least one and use it in a constructed response to argue for something they want (e.g., a 3-day weekend)</li> </ul>
<b>Lesson 2</b>	<p>3 - Students will be able to <i>develop a strong claim</i></p> <p>5 - Students will be able to <i>defend a claim with sound reasons and evidence</i></p>	<p>EQ – What gives words power?</p> <p>Where I do I want to use words to exert power?</p>	<ol style="list-style-type: none"> <li>Agree/Disagree – Reveal a series of claims (1 at a time). Students move to sides of the room to express “agree” or “disagree.” Discuss why students agree or disagree.</li> <li>Explain these were claims and the discussion was “defending” the claims. Ask students to review the list and come up w/ a description of a good claim.</li> <li>Students write their own claims. Use their claims to do the “agree/disagree” test with and revise claims as needed. – LG3</li> <li>Display strong examples of defense from preassessment and talk about what’s good.</li> <li>Students brainstorm ideas for support. – LG5</li> </ol>	<p>Readiness: While most of this lesson is not differentiated, it is setting us up for differentiation in later lessons.</p> <p>Allow text-to-speech in step 5 for ENLs and SWD.</p> <p>Interest: Students choose their own essay/claim topics with the goal of heightening motivation</p>	<ul style="list-style-type: none"> <li>LG3 (Do) – Use student examples of strong claims from the pre-assessment essay in the opening agree/ disagree activity.</li> <li>Use student examples of support from pre-assessment essays in a concept attainment fashion.</li> </ul>	<p>LG3 – Constructed Response – <i>Create a claim that you feel strongly enough about to spend the next few lessons supporting it AND sharing it with others.</i></p> <ul style="list-style-type: none"> <li>LG5 – Constructed Response – <i>Include one example of support for this claim. You can choose an example from your brainstormed list or create another.</i></li> </ul>

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Lesson 3	<p>4 - Students will be able to <i>distinguish between credible and non-credible sources</i></p> <p>7 - Student will be able to <i>critique the impact of an author's choices.</i></p>	<p>EQ – What gives words power?</p> <p>What makes a source powerful?</p>	<ol style="list-style-type: none"> <li>1. Project a claim with three examples of defense, only one that includes evidence from an outside source. Ss discuss impact – EQ</li> <li>2. Mini-lesson on how to find credible sources to strengthen your argument – LG4</li> <li>3. <u>Stations</u>:             <ol style="list-style-type: none"> <li>1) Practice module distinguishing credible sources (four teacher-given sources) - LG4</li> <li>2) Analyzing/evaluating evidence in video – LG7</li> <li>3) Analyzing/evaluating evidence in short podcast – LG7</li> <li>4) Analyzing/evaluating evidence in blog – LG7</li> <li>5) Teacher-led group – progress check</li> </ol> </li> <li>4. Work on adding two sources of their own to the list begun in Station 1 (formative assess).</li> </ol>	<p>Students will be in like-readiness groups (for claim/support) based on results of formative assess. from previous lesson. This will help the teacher-led station be more targeted for each group.</p> <p>Have sorts available for ENLs and SWD who can't pull text from video.</p>	<p>Student responses on the U question and on the essay from the pre-assessment will guide my choice of topics for videos, podcasts, and blogs to use in stations.</p>	<p>LG4 – At station 4 students will complete an annotated source list. They will evaluate the credibility of four teacher-provided sources, then find and evaluate two sources for their own topic.</p>
Lesson 4	<p>5 - Students will be able to <i>defend a claim with sound reasons and evidence</i></p> <p>6 - Students will be able to <i>organize ideas in a logical, cohesive, manner</i></p> <p>8 - Student will be able to <i>critique the impact of an author's choices.</i></p>	<p>EQ – What gives words power?</p> <p>How can evidence increase my power?</p>	<ol style="list-style-type: none"> <li>1. Poll – Do you think your claim and argument would be best communicated through video, podcast, or blog? Why?</li> <li>2. Review performance task and rubric and set goals for this class and the next.</li> <li>3. <u>Peer Evaluation Protocol 1</u> – Quality of defense and credible evidence – LGs 5,8</li> <li>4. <u>Writer's Workshop 1</u> – Adding support, reasons, and credible evidence – LG5</li> <li>5. <u>Mini-lesson</u> – Organizing ideas – LG6</li> <li>6. <u>Writer's Workshop 2</u> – Organizing Ideas – LG6</li> <li>7. <u>Peer Evaluation Protocol 2</u> – Organization – LGs 6,8</li> <li>8. <u>Self-Evaluation</u> – Where is my writing most powerful? Where could it use more power? — LG8 and EQ</li> </ol>	<p>During Workshop #1, I will pull groups of students who need help finding credible sources (based on Lesson 3's Formative Assessment results)</p> <p>During Workshop #2, I will pull small groups of students who have questions or need help with organization.</p>	<p>Students are now working on the topic of their choice to be presented through the medium of their choice. Two layers of choice – as well as the option to work alone or in pairs/groups – presents a great deal of autonomy.</p>	<p>Drafts of Performance Tasks (Chunks)</p>

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Lesson 5	<p>7-Students will <i>adjust ideas, word choice, and organization to suit target audience</i></p> <p>8 - Student will be able to <i>critique the impact of an author's choices.</i></p>	<p>EQ – What gives words power?</p> <p>How can I increase my power with different audiences?</p>	<ol style="list-style-type: none"> <li>1. Display different pieces of evidence. Have students move on a continuum showing how much impact each has on them. Discuss why/</li> <li>2. Repeat procedure with different ways of saying the same thing/styles.</li> <li>3. Repeat procedure with difference celebrities hypothetically endorsing a product or belief.</li> <li>4. As students to return to their groups and consider their target audience. What would move them most in terms of evidence, experts, and style? LG7,8</li> <li>5. Review their drafts and find three places where audience matters most. Highlight and make changes to address audience (LG7,8).</li> </ol>	<p>Movement supports SWD (attention, reading, etc.).</p> <p>Visual cues for each choice are imbedded to support ENLs.</p> <p>Templates for podcasts, videos, and blogs will be available for use as needed</p>	<p>Students are now working on the topic of their choice to be presented through the medium of their choice. Two layers of choice – as well as the option to work alone or in pairs – presents a great deal of autonomy.</p>	<p>Submit sheet detailing three aspects of their arguments for which audience matters along with the changes they propose to make in these areas and WHY they think these changes will increase their communication power</p>
Lesson 6	<p>8.0. Student will be able to <i>critique the impact of an author's choices.</i></p>	<p>EQ – What gives words power?</p>	<p>These class periods will be dedicated to taking a short quiz and completing the performance task. There will be stations for peer review, teacher help, video recording, audio recording, and blogging. Rubrics will be at the latter 3 stations.</p>	<p>Interest differentiation in choice of performance task;</p> <p>Scaffolds in the form of text-to-speech, Google translate, templates for podcasts, videos, and blogs, etc.</p>	<p>Authentic topic, authentic product, authentic audience</p>	<p>Drafts and teacher check-ins.</p>
Lesson 7	<p>8.0. Student will be able to <i>critique the impact of an author's choices.</i></p>	<p>How can my words bring about change in my world?</p>				