Grade Level	7	**Content Area**	Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The students have written arguments to support claims with clear reasons and relevant evidence. The students have introduced claim(s) and organized their reasons and evidence clearly. The students have supported their claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. The students have used words, phrases, and clauses to clarify the relationships among claim(s) and reasons. The students have established and maintained a formal style. The students have provided concluding paragraphs that follow from the argument presented. The students have prior knowledge of The Bill of Rights of the U.S. Constitution.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This lesson aligns with our program of instruction by offering the student inspiring experiences in education. In reading and writing, we made a shift to include more informational text, including an emphasis on critical reading of primary sources. Teachers guide the process and provide instruction through target lessons. Students also write independently to include, stories, informational pieces, retellings, labeling, speech balloons, lists, and other styles of writing.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**7.W.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.		
Materials/Resources Needed	Copies of the Second Amendment to the Bill of Rights, student web access to Glogster.com, student web access to Kids Laws, student web access to U.S. Constitution, Smart Board		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies** **The teacher will:**	**Student Activities** **The students will:**
1 **(Three - 50 minute periods)**	**Introduction** Create a KWL chart on the Smart Board **Instruction** Access prior knowledge by asking students what they know about the U.S. Constitution and the Bill of Rights Discuss key academic words students may not be familiar with. Access prior knowledge by asking students what they know about the Second Amendment of the Bill of Rights. Discuss key academic words students may not be familiar with. Conduct a whole-class discussion regarding the Second Amendment to the Bill of Rights. Pair students. Pass out copies of the Second Amendment to the Bill of Rights and articles regarding the Second Amendment. Select students to read. Ask students to define the term "right" in the context of the U.S. Constitution.	**Warm-up** Free-write in their journal for 5 minutes. Draw a KWL chart in their notebook. Complete the "What do we 'Know?'" section in the KWL chart regarding the U.S. Constitution and the Bill of Rights. Record these words and definitions in their notebook. Add items to the rest of the KWL chart. Draw a second KWL chart in their notebook. Complete the, "What do we 'Know?'" section in the KWL chart as we discuss the Second Amendment to the Bill of Rights. Record these words and definitions in their notebook. Discuss the definition of the term "right" with their partner considering why Americans value rights in the U.S.

	Explain to students they will be asked to formulate opinions regarding current gun rights issues. Explain they will vote on two positions. Ask students to place their heads on their desks. Ask students to raise their hands if they support gun control. Ask students to raise their hands if they do not support gun control. Group students according to similar opinions. Explain to students they will discuss their thoughts, arguments, and opinions within their groups, focusing on strengthening their position with clear reasons and evidence. Group students with opposing viewpoints and have them share their positions. Encourage group members to ask each other questions and respond to positions in a polite and respectful manner.	Record thoughts in their notebook. Write their position on the issue of gun control in America in their notebook. Share their similar ideas with classmates. Record additional thoughts in their notebook. Complete KWL chart. Share positions with group members. Ask questions and respond to positions in a polite and respectful manner.

Summative Assessment:

The First Amendment of the US Constitution provides for several important rights, including freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and the right to petition the government. Which of those rights do you feel is most important in a free society and why?

Research using Kids Laws and U.S. Constitution, as well as a variety of literary, informational, primary, secondary, and multi-media sources and texts to strengthen their argument.

Write a five-paragraph essay which communicates your position regarding if social media has an overall positive or negative effect on people. Paragraph 1 should be an introductory paragraph and include a thesis statement naming three reasons for your position. Paragraph 2 should expand on reason 1, citing the source(s). Paragraph 3 should expand on reason 2, citing the source(s). Paragraph 4 should expand on reason 3, citing the source(s). Paragraph 5 should be a closing paragraph, restating the thesis. Your essay must meet the following criteria:

You must introduce claim(s), acknowledge alternate or opposing claims, and organize your reasons and evidence logically.
You must support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
You must use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
You must establish and maintain a formal style.
You must provide a concluding paragraph that follows from and supports the argument presented.

A score of 28/35 demonstrates mastery.

	5 points	4 points	3 points	2 points	1 point
Introduction	Introduction catches reader's attention and draws them in. Paragraph ends with a clear thesis statement stating position.	Introduction somewhat catches reader's attention and draws them in. Paragraph ends with a clear thesis statement stating position.	Introduction somewhat catches reader's attention and draws them in. Paragraph ends with a thesis statement that somewhat states position.	Introduction talks about topic but does not draw reader in. Paragraph ends with a thesis statement that somewhat states position.	Introduction talks about topic but does not draw reader in. Paragraph ends with no clear idea of writer's position.
Body 1	Paragraph clearly introduces a supporting idea from position. Writer sites relevant evidence from speech.	Paragraph clearly introduces a supporting idea from position. Writer sites evidences but it is not relevant to speech.	Paragraph somewhat introduces a supporting idea from position. Writer sites evidence but it is not relevant to speech.	Paragraph somewhat introduces a supporting idea from position. Writer shows evidence but fails to site from speech.	Writer does not clearly introduce a supporting idea but idea is present. Writer shows evidence but fails to site from speech.

Body 2	Paragraph clearly introduces a supporting idea from position. Writer sites relevant evidence from speech.	Paragraph clearly introduces a supporting idea from position. Writer sites evidences but it is not relevant to speech.	Paragraph somewhat introduces a supporting idea from position. Writer sites evidence but it is not relevant to speech.	Paragraph somewhat introduces a supporting idea from position. Writer shows evidence but fails to site from speech.	Writer does not clearly introduce a supporting idea but idea is present. Writer shows evidence but fails to site from speech.
Body 3	Paragraph clearly introduces a supporting idea from position. Writer sites relevant evidence from speech.	Paragraph clearly introduces a supporting idea from position. Writer sites evidences but it is not relevant to speech.	Paragraph somewhat introduces a supporting idea from position. Writer sites evidence but it is not relevant to speech.	Paragraph somewhat introduces a supporting idea from position. Writer shows evidence but fails to site from speech.	Writer does not clearly introduce a supporting idea but idea is present. Writer shows evidence but fails to site from speech.
Conclusion	Concluding paragraph restates the evidence in the paper and continues to support argument. Thesis statement is restated.	Concluding paragraph restates the evidence in the paper and continues to support argument. Thesis statement is generalized.	Concluding paragraph restates some of evidence and somewhat supports argument. Thesis statement is generalized.	Concluding paragraph restates some of the evidence and somewhat supports argument. No thesis statement is stated.	Concluding paragraph shows little evidence and support argument. No thesis statement is stated.
Style	Paper has a logical flow. Verb tense remains consistent throughout.	Paper has a logical flow. Verb tense is mostly consistent throughout.	Paper flows somewhat. Verb tense is mostly consistent throughout.	Paper flows somewhat. Verb tense is not clear throughout.	Paper has no flow. Verb tense is not clear throughout.
Vocabulary/Word Choice	Paper is written in third person. Paper shows strong choices in clauses, verbs, adjectives, and adverbs throughout paper.	Paper is written mostly in third person. Paper shows strong choices in clauses, verbs, adjectives, and adverbs throughout paper.	Paper is written mostly in third person. Paper shows some strong choices in clauses, verbs, adjectives, and adverbs throughout paper.	Paper is written from multiple points of view. Paper shows some strong choices in clauses, verbs, adjectives, and adverbs throughout paper.	Paper is written from multiple points of view. Paper shows no attempt to strengthen paper with strong choices in clauses, verbs, adjectives, and adverbs.