Grade Level	8	**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), acknowledged alternate or opposing claims, and organized the reasons and evidence logically. The students have supported claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. The students have used words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. The students have established and maintained a formal style. The students have provided a concluding paragraph that follows from and supports the argument presented. The students have mastered the "Writing in 3's" lesson in the development of a Thesis Statement, Topic Sentences, three paragraphs of the body, and a Concluding Paragraph.		
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.*	**8.W.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce ideas, acknowledge and distinguish the ideas from alternate or opposing claims, and organize the reasons and evidence logically. b. Support ideas 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 ideas, counterclaims, 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	Documentary regarding positive and negative effects of technology on the environment: http://www.youtube.com/watch?v=sS-q7yxNMuM Article regarding positive and negative effects of technology on the environment: http://www.unep.or.jp/ietc/publications/integrative/enta/aeet/6.asp Articles regarding positive and negative effects of social media on people: • http://socialmediatoday.com/syed-noman-ali/608781/social-media-good-thing-or-bad-thing • http://www.huffingtonpost.com/dr-jim-taylor/the-bad-the-ugly-and-the_b_3346768.html		

* ***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	**Warm-Up:** Ask students to brainstorm examples of technology that have revolutionized. Write examples on the board as students share. **Interaction**: Ask students if they think advances in technology like these have had a positive or negative effect on their lives and why. Tell students that we will learn more about the effects of technology on the environment. Instruct students to fold a piece of paper into thirds length-wise, creating three columns. The first column should be titled "Positive Effects," the second column should be titled "Negative Effects," and the third column should be titled "Neither Positive Nor Negative. Instruct students to fold paper in half across the paper, creating a top half and bottom half. Students should record bibliographical information for the video at the bottom of the first half and information for the article at the bottom of the second half. Show the video: http://www.youtube.com/watch?v=sS-q7yxNMuM. Instruct students to read together the article about positive and negative effects of technology on the environment and continue to record effects on paper. **Wrap Up**: Ask students to share what they recorded on their papers regarding the effects of technology on the environment.	**Warm-up:** Take turns sharing examples of technology that have revolutionized our world. **Interaction**: Discuss opinions and support opinions. Set up paper according to instructions. Record effects—positive, negative, and neither—on the top half of the paper while they watch the video. Read together the article about the effects of technology on the environment and continue to record effects on the bottom half of the paper. Share observations and opinions and cite source.
	Warm-Up: Ask students to review effects recorded the day before.	**Warm-Up:** Review observations and opinions shared the day before and cite sources.

2	**Independent Practice**: Instruct students to consider whether after our research, they believe technology has had an overall positive or negative effect on the environment. They should choose one point of view and write and prepare a position they will share with the class. Paragraph 1 should be an opening statement and include a thesis statement naming three reasons for their 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 statement, restating the thesis. Instruct students that they should be prepared to share with the class.	**Independent Practice**: Write position statement and prepare to share with the class. Practice sharing aloud your position.
3 and 4	**Warm-Up:** Instruct students to look over position statement and prepare to share with the class. Tell them that after each person shares their position, a few audience members will be invited to politely and responsibly critique. Did the speaker clearly identify their position in their opening statement with a thesis? Did they clearly communicate three reasons for their position and cite sources? Did they clearly conclude their position statement, restating their thesis? **Interaction**: Choose students to share position statements. Invite a few audience members to politely and responsibly critique each position statements. Ask each speaker to consider critiques and how they might change their position statement and to make notes on their position paper regarding possible changes.	**Warm-Up:** Review position statement and prepare to share with the class. **Interaction**: Take turns sharing position statements. During critique, make notes on the position paper regarding possible changes. While in the audience, take notes to prepare for critique. Politely and responsibly critique other position statements.

Summative Assessment:

Hand out to students the two articles regarding the positive and negative effects of social media on people. Explain to students they should read the articles and choose a position.

Social Media impacts people. Is the overall effect positive or negative?

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 write arguments to support your claims with clear reasons and relevant evidence.
You must introduce ideas, acknowledge and distinguish the ideas from alternate or opposing claims, and organize the reasons and evidence logically.
You must support ideas with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
You must use words, phrases, and clauses to create cohesion and clarify the relationships among ideas, counterclaims, 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 indicates 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	Paragraph clearly introduces a supporting idea from position. Writer sites evidences but it is not	Paragraph somewhat introduces a supporting idea from position. Writer sites evidence but it is not	Paragraph somewhat introduces a supporting idea from position. Writer shows evidence but	Writer does not clearly introduce a supporting idea but idea is present. Writer shows

	from speech.	relevant to speech.	relevant to speech.	fails to site from speech.	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.