

**Cosmetics, Plastic Surgery, and Authentic Beauty**

**IMPLEMENTATION PLAN**

The debatable issue for this project is:

 **Cosmetics and plastic surgery can increase a person’s authentic beauty.**

Day 1

Introduction to the unit: Cosmetics, Plastic Surgery, and Authentic Beauty, the debatable issue, and

 Table Debates

Distribute Argument-Based Reflection Questions

Screen the two background videos, twice each.

Pair students to answer questions in writing.

In between screenings, review questions.

Share out and discuss.

Day 2

Vocabulary Crowd Sourcing Activity

Day 3

Remind students of debatable issue.

Divide the class into two halves, and pair students into two-person teams within each half of the

 class.

Assign students their side of the debatable issue (use a side-preference form if you want to give

 students choice).

Distribute copies of the Video Annotator and assign students to use the annotator while viewing

 the videos.

Screen the three affirmative videos (the shorter two twice).

Have students complete the argument-based reflection questions on these three videos, in their

 two-person teams.

Collect and formatively assess.

Day 4

Distribute affirmative articles.

Have students work on responses to argument-based reflection questions in teams.

Day 5

Complete responses to these argument-based reflection questions in teams.

Conduct a classroom-wide argument-based discussion of the articles, using the questions to guide

 the discussion.

Day 6

View the negative videos.

Distribute additional Video Annotators and have students use them as they are viewing the videos.

Have students complete the argument-based reflection questions on these four videos, in their

 two-person teams.

Collect and formative assess.

Day 7

Distribute negative articles.

Have students work on responses to argument-based reflection questions in teams.

Day 8

Complete responses to these argument-based reflection questions in teams.

Conduct a classroom-wide argument-based discussion of the articles, using the questions to guide

 the discussion.

Day 9

Have students quick-write manufactured evidence for the model claims.

Discuss student work, in relation to evidence criteria.

Assign each team: formulate two argumentative claims for their position.

Day10

Distribute argument builder models.

Provide direct instruction on the performance criteria for the use of evidence: alignment,

 credibility, sufficiency, and reasoning.

Discuss the ways that the models demonstrate high performance on each criterion.

Continue argument building.

Day 11

Announce table debate matches.

Review counter-argument builder models.

Define the two types of counter-argument.

Begin counter-argument building.

Day 12

Continue argument building and counter-argument building.

Showcase student work.

Collect argument builders and counter-argument builders.

Day 13

Provide class-wide feedback on argument building, showcasing samples of student work.

Review argumentative claim list.

Revise argument builders and counter-argument builders.

Day 14

Orient students on the table debate format.

Introduce and explain the flow sheet.

Review the flow sheet model.

Finish revising argument and counter-argument builders.

Day 15

Conduct Table Debates.

Collect and formatively assess flow sheets.

Day 16

Write argument essay on the issue, using writing templates.

Collect and summatively assess the essays.