

Designer Name(s): RSLyons

Date: 6/11/14

Subject Area: ELA, SS, SCI

Grade: Level(s): 8th

Unit Title/Focus:: Argument

Estimated Amount of Instructional Time: ~25 days

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

Students will understand that

- There are multiple ways to influence others through language
- Words are powerful weapons

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- What type of argument is most effective?
- Why is logic a more effective method of argument as opposed to emotional appeal?

## Big Idea(s)

Humans love to argue

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>• Specific Vocabulary associated with argument</li> <li>• How to structure an argument</li> <li>• How to research and choose a position</li> <li>• How to identify credible sources</li> </ul>	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>• Advocate for a particular position</li> <li>• Influence others</li> <li>• Structure a logical argument</li> <li>• Identify credible sources</li> <li>• Disseminate useful information</li> <li>• Evaluate the validity of an argument</li> </ul>
<p><b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b></p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Socratic Seminars</li> <li>• Formal Essays</li> <li>• Presentations</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Quizzes</li> <li>• Reflections</li> <li>• Bibliography</li> </ul>
<p><b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</b></p>	
<p><i>Learning Activities:</i></p> <p>Where: Collect and organize information on types of arguments          Hook: Students explore a variety of types and versions of arguments          Equip: Develop additional vocabulary and practice using argumentative skills          Rethink/Revise: Consider historically accepted arguments in modern day context          Evaluate: Find new links to old subjects in modern media sources          Tailor: Argument samples to match student interests          Create: Presentations using electronics devices and systems</p>	

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<p><b>Assessment Tasks that Provide Evidence for Claims including DOK</b></p>	<input type="checkbox"/> <b>Claim #1/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #2/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #3/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #4/DOK 1, 2, 3, 4 (circle one):</b>

<b>Achievement Level Descriptors</b>	<b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b>
<b>Materials/Resources</b>	

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