

Designer Name(s): CGPercy

Date: 6/05/2014

Subject Area: ELA

Grade Level(s):9

Unit Title/Focus: Argument

Estimated Amount of Instructional Time: 20 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Students will understand that:

- Logic is defined through the use of specific terms and language.
- The different types of logic have been developed over time.
- Valid arguments follow specific guidelines.
- No two arguments have to be the same for the same subject.

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

- What influences an argument's validity?
- Why would an argument that is false appear to be true?
- What are the best sources for developing a logical argument?
- When can an argument not be a logical argument?

Big Idea(s)

Words have the power to inform or delude us.

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> - What are the specific forms of logic for arguments. - How argumentation as an art has developed over time. - Acceptable forms of verbal conflict. 	<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"> - Recognize logical & illogical arguments. - Identify specific types of arguments. - Use specific language to craft logical arguments.
Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<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"> Prepare short argumentative writing examples to illustrate understanding the different types of arguments. Presentation of a visual overview of a famous argument. Socratic seminar for specific topics as chosen by students. 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> Create catalogs of argument samples. Create catalogs of logical fallacy samples. Practice presentations of possible position statements for various types of arguments. Quizzes on vocabulary and terminology.
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <ul style="list-style-type: none"> 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 electronic devices and systems 	

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

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