



Unit Planner: Not a Unit - Explanation for Teachers English 7

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High School > 2018-2019 > Grade 12 > English Language Arts >
English 7 (C) > Week 40

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Ed Meade

Not a Unit - Explanation for Teachers

DeMatteo, Robyn ; East, John ; Meade, Ed

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

Are based on the big ideas that have lasting value beyond the classroom.
The student will understand that....

Sample Enduring Understandings:

Claims must be supported with relevant and sufficient evidence.

Counterclaims are essential to a well developed argument piece.

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Essential Questions

What we want students to think about.

Essential questions help us to organize our thinking and approach to curricular design through a creative choice that highlights the focus of a unit of study.

The best essential questions are:

1. open-ended
2. designed to focus instruction for uncovering the important ideas of the content.
3. limited in number (2 to 3) per unit

Sample Essential Questions:

How are claims and counterclaims utilized within and argument essay?

How do we identify relevant evidence from texts to support claims?

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Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

Language

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

What we want students to know and understand about the topic we are teaching.

Content reflects:

- facts, concepts and generalizations
- what students can explain to others

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Skills / Strategies

What we want students to be able to do.

Skills:

- contain the process, procedures and skills the students will possess that will allow them to apply the knowledge they have gained.
- Represent what students should be able to do with content knowledge.
- Always begin with an action verb

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Key Terms / Vocabulary

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Learning Plan & Activities

Please include Theatre Modalities when appropriate

What activities will be used to promote learning?

Consider the **WHERE TO** elements learners:

W-know **where** they're going, **why** and **what's** required.

H-hook into big ideas (research, inquiry, etc.)

E-provide opportunities to **explore** and **experience** big ideas

and **equip** them for required performance task.

R-rethink, rehearse, revise/ refine their work.

E-evaluate their work, reflect on learning & set goals.

T-tailor plan to address student interests and learning styles.

O-organize & sequence the learning plan to maximize engagement and effectiveness.

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Written: Essay

Develop an argument writing assessment using a topic from the content area you teach.

For example:

Literature - Macbeth Argument Essay: Who's Guilty?

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Resources



Atlas Version 9.2.1

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