



# Unit Planner: Arguments of Society- Walmart English 8

Tuesday, November 6, 2018, 10:04AM

High School > 2018-2019 > Grade 12 > English Language Arts > English 8 (C)  
> Week 40

Last Updated: [Today](#) by Robyn DeMatteo

## Arguments of Society- Walmart

Colon, Amanda ; DeMatteo, Robyn ; East, John ; LoParo, Benedette; Meade, Ed

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

### Big Ideas / Enduring Understandings

It is important to identify and understand an author's point of view to understand his/ her stance on a topic. Arguments help us determine the value and importance of our country's laws and how they impact our personal lives.

### Essential Questions

How does an author's point of view impact his stance on a topic?  
What do we do to evaluate the impact of our country's laws in our lives?

### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

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.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

6. Assess how point of view or purpose shapes the content and style of a text.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and

use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.

### 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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

1c. Use words, phrases, and clauses as well as varied syntax 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.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

#### Language

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

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

2b. Spell correctly.

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a

sentence) as a clue to the meaning of a word or phrase.

4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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.

6. Acquire and use accurately 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.

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

## Content

1. Sociology -
2. Sociological Perspective
3. Position, claims and counterclaims
4. Evidence
5. C.U.N.Y. Reading Skills Gist and Talk-back
6. Questioning
7. Analysis of parts
8. Research on-line articles that support your position and identify the best sources.
9. Point of View - Slant

## Skills / Strategies

1. Develop an eye for looking at issues through a sociological point of view.
2. Identify relationship between personal and public issues
3. Identify a position, claims and counterclaims
4. Cite specific evidence to support writing
5. Identify main ideas of paragraphs
6. Ask questions to explore the ideas within informational text.
7. Evaluate parts.
8. Identify on-line articles to support our positions
9. Assess point of view of various articles/ videos

## Key Terms / Vocabulary

Position  
Sociology  
Sociological Perspective  
Claim  
Personal problems  
Counter claim  
Public issues  
Refutation  
Text-based-evidence  
Gist  
Talk-back

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*  
[CUNY At Home and College Workbook](#)  
Pre-selected structured lessons allow students to gain college credits by following the course study as seniors. (Gist and Talk-back, questioning, etc.)

### UDL Lesson Goals

1. *Understand* the topic, *personally engage* with the topic, and *form* and argument.
2. Coherent and logical argument supported by evidence as well as a counter claim.
3. Use sophisticated vocabulary within their argument.

Audio/ video

### [ELL Modifications](#)

1. [Extended time for assessment and assignments.](#)
2. [The Frayer Model](#)

## Assessments

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

#### **Baseline Assessment**

##### **Written: Essay**

Baseline Argumentative Essay: Is the fast food and beverage industry preying on the American people?

#### **Summative Assessment**

##### **Summative: DOK 3 Strategic Thinking:**

##### **Performance: Skill Demonstration**

Summative Argumentative Essay: Is Walmart good for America?

##### **Summative: DOK 4 Extended Thinking: Test:**

##### **Standardized**

Regents Benchmark Assessment (Students below a 75 on the ELA Regents): January 2013 exam to track progress.

[UDL profiles](#)

3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

## Resources

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

#### Informational Texts

“Does This Ad Make Me Fat?” – Christopher Chabris

“French Fries as Contraband” – Kathy McManus

“A Practical Approach to Eating Healthy” – by O. Todiriță

“Coke Didn’t Make America Fat. Americans need more exercise, not another tax” – M. Kent

Documentary – “*Super Size Me*” – Morgan Spurlock

Documentary- “*Bowling For Columbine*”- Michael Moore

Focus

- Whole class
- Guided reading

#### [UDL profiles](#)

