

Unit Planner: Argument of your choice

English 4

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High School > 2018-2019 > Grade 10 > English
Language Arts > English 4 (C) > Week 40

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Argument of your choice

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Big Ideas / Enduring Understandings

There are many topics that are controversial, which people feel very strongly about.
An opinion supported with evidence can be substantiated.

Essential Questions

How do I discover my stance on a particular issue?
Can our opinions be proven right or wrong?

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).

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

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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 the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a

newspaper).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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 and analyze how an author uses rhetoric to advance that point of view or purpose.

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.

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.

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(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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

<p>Content</p> <ol style="list-style-type: none"> 1. Topics 2. Controversial Topics 3. Argument <p>Position Claim Counter Claim - opposite point of view</p> <ol style="list-style-type: none"> 4. Refutation 5. Organization and sequencing of argument 6. Revision 7. Research 	<p>Skills / Strategies</p> <ol style="list-style-type: none"> 1. Identify topic student is passionate about 2. Identifying topics that are widely know and have been controversial for quite some time. 3. Argument <p>Position Claim Counter Claim - opposite point of view</p> <ol style="list-style-type: none"> 4. Refutation 5. Organization and sequencing of argument 6. Revision 7. Students identify articles and information to support their position on thier selected topic.
<p>Key Terms / Vocabulary</p> <p>Refutation Rebuttal Counter Claim Validate Evidence Claim Cite Reason</p>	

<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>Highlighting evidence to support claims</p> <p>How do you decide on your position?</p> <p>Refutation, what is it?</p> <p>Edit and Revise Workshop - Peer Editing</p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p> <p>Argument Essay of Choice</p> <p>Summative: DOK 3 Strategic Thinking:</p> <p>Written: Essay</p> <p>Students select an argument topic of their own to research and present in an argument essay.</p> <p>Final Argumentative Essay</p> <p>Summative: DOK 3 Strategic Thinking:</p> <p>Written: Essay</p> <p>Students submitted and researched their own chosen topic and wrote an argumentative essay supporting their position.</p>
<p>Resource</p> <p>S</p> <p>Websites and Web-tools used</p> <p>Students researched credible websites for information on their chosen topic.</p> <p>Focus</p> <ul style="list-style-type: none"> ● Group ● Research 	

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