

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 3 Argument</p> <p>24 Days</p>	<p>Overarching learning goals:</p> <ul style="list-style-type: none"> - I can understand vocabulary as it is used in context - I can analyze author’s purpose - I can draw inferences and conclusions - I can analyze argument, claim, support and counterargument <p>Overarching language goals:</p> <ul style="list-style-type: none"> - I can write an argument essay with claims and counterclaims 	<p>(From grade 12 literature textbook) “Words and Behaviors” Excerpt from <i>The Pilgrim’s Progress</i> Excerpt from <i>A Modest Proposal</i></p> <p>(Outside resource) Excerpts from <i>Fahrenheit 451</i> by Ray Bradbury</p>
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- The student will expand vocabulary through word study, literature, and class discussion. - 2.1.c Literal Understanding- Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts - 2.1.d Literal Understanding- Construct images such as graphic organizers based on text descriptions and text structures - 2.1.e Literal Understanding- Read silently with comprehension for a sustained period of time - 2.2.a Inferences and Interpretation- Interpret the possible inferences of the historical context on literary works - 2.3.a Summary and Generalization- Determine the main idea and supporting details by producing summaries of text - 2.3.b Summary and Generalization- Use text features and elements to support inferences and generalizations about information - 2.3.c Summary and Generalization- Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures - 2.4.a Analysis and Evaluation- Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices - 2.4.b Analysis and Evaluation- Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes - 2.4.c Analysis and Evaluation- Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text - 3.1 Literary Genres- demonstrate a knowledge of and an appreciation for various forms of literature - 3.4.d Literary Works- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic - 4.1.b Accessing Information- Skim text for an overall impression and scan text for particular information - 4.1.c Accessing Information- Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order) - 4.2.a Interpreting Information- Summarize, paraphrase, and or quote relevant information - 3.2.c Mechanics and Spelling- Demonstrate correct use of punctuation and recognize its effect on sentence structure - 1.1.d Standard Usage- Distinguish active and passive voice - 1.1.e Standard Usage- Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference - 1.1.f Standard Usage- Identify and use correct forms of positive, comparative, and superlative adjectives - 1.1.g Standard Usage- Continue to identify and use all grammar structure from prior grades 	

	<p>- 2.3 Writing- Compose persuasive compositions that:</p> <ul style="list-style-type: none"> a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion b. use exposition, narration, description, and argumentation to support the main argument c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotion, and/or ethical appeal d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions or commonly accepted beliefs, and logical reasoning e. effectively address reader’s concerns, counterclaims, and individual or group biases 	
<p>PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p>RI 12.5 Analyze 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</p> <p>RI 12.6 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</p> <p>RI 12.8 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., <i>The Federalist</i>, presidential addresses).</p>	
<p>Possible Learning Activities</p>	<p>Possible Assessments</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> - C.E.R graph and/or paragraph (Claim, Evidence, Reasoning) - Four Corners strategy - Mock Trial, defense attorney for positions/characters - T.W.I.S.T- tone, word choice, imagery, symbolism, theme - Compare/Contrast (Venn diagram, Two Voice Poem, T-chart, H-Chart) 	<p>Formative assessments-</p> <ul style="list-style-type: none"> chain notes exit tickets bellwork, vocabulary, or close reading Sticky Bars <p>Summative-</p> <ul style="list-style-type: none"> Argument analysis essay 	<ul style="list-style-type: none"> What is injustice? How does human nature shape society?
<p>Academic Vocabulary/Concepts</p>	<p>Proficiency Scales</p>	
<p>inference, satire, comparison, contrast, claim, counterclaim, argument, support, evidence</p>		