

Course: English P2G WEEKLY UNIT PLANNING TEMPLATE Teacher: Cocoros Dates of Unit: 3/24-28

STAGE 1: DESIRED RESULTS

UNIT GOAL/FOCUS:

Writing an Argumentative Essay

COMMON CORE LEARNING STANDARDS:

CCSS 9-10 1 A
1 B
1 E

ESSENTIAL/FOCUS QUESTION(S):

How do we introduce a claim.
How do we cite evidence to support a claim
How do we acknowledge a counterclaim and refute it?
Provide Conclusion

CONTENT OBJECTIVES:

Students will know...

How to introduce a claim (↑ provide a conclusion)
How to cite evidence to support it
How to acknowledge and refute a counterclaim

SKILLS/STRATEGIES OBJECTIVES:

Students will be able to...

Construct an argumentative essay with a clearly stated claim supported by textual evidence drawn from texts

LANGUAGE OBJECTIVES & VOCABULARY:

Students will read, write, speak, or listen...

students will read texts, write claims, cite evidence, assess own work and that of others.

STAGE 2: ASSESSMENT EVIDENCE

END OF UNIT ASSESSMENT / PERFORMANCE TASK:	END OF UNIT STUDENT SELF-ASSESSMENT / REFLECTION:
Students will complete their argumentative essays	students will self-assess and compose works checking for crucial elements as defined in unit plan

STAGE 3: LEARNING PLAN

TEXTS:

Common Core Achieve
ELA Curriculum Binder

RESOURCES & MATERIALS:

Excerpt from Declaration of Independence - claim
Excerpt from "Drifting in Static" - evidence
Pro/Con Arguments on Cellphone usage / various services

TECHNOLOGY INTEGRATION:

DIFFERENTIATION:

All students are heading for TASC / readiness
peer assistance encouraged

STAGE 3: LEARNING PLAN (CONTINUED) - OUTLINE OF LESSONS FOR UNIT

DAY	AIM	OBJECTIVES	INSTRUCTIONAL SEQUENCE / PLAN	DAILY ASSESSMENT
Monday		Identify a claim in an argument	Identify in Silenus Identify author's claim Cite relevant guidelines	Showing over different versions
Tuesday		Cite appropriate evidence from text	"Digging in Silenus" Cite evidence Cite relevant guidelines	Group/peer reviews & activities
Wednesday		Outline Argument (Part 1)	Introduction - State Claim - cite evidence Cell phone use / Pro and Con Various sources Cell phone use Various sources	Self assessment peer review on appropriate
Thursday		Identify counterclaims and refute conditions	Cell phone use / Pro and Con Various sources Cite relevant guidelines	Self-assessment peer review
Friday		Final Day Cite text Requirements Essay	Should students be allowed to carry and use cell phones in school?	Self assessment criticism in peer review

Last Day - execution & completed essay

Argumentative ESSAY

Should students be allowed to carry and use mobile phones in school?

Introduction

Claim - Statement of author's opinion

Reasons for claim
(List simply in intro)

Body

Each reason from intro becomes the topic sentence for its own body paragraph and must be supported by facts/data/examples evidence from text

How to cite "as seen in ---"

"according to ---"

"(this person) says ---"

At least one counter claim - other side of argument with Refutation - why counter claim is wrong

Conclusion

Restate claim

Sum it up, & finally -

Make reader think why this is an important issue