

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Advanced English Language Arts 8	Unit 4 Title:	Argumentative Writing	Grade Level(s):	8
Assessed Trimester:	Trimester 2	Pacing:	8 Weeks	Date Created:	6/2012	Last Revision Date:	6/2014

Course Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none">Writers communicate in different modes, depending on their purpose, to improve audience understanding.Effective writers use details and elaboration to clarify ideas for the audience.Writers engaging in the writing process to improve the quality of their writing - particularly in the area of revision.The command of conventions will improve reading, writing, speaking, and listening.
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
High Priority – Students must know: <ul style="list-style-type: none">8.7.1.1: Write arguments to support claims with clear reasons and relevant evidence.<ul style="list-style-type: none">Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.Provide a concluding statement or section that follows from and supports the argument presented.8.7.4.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.8.7.6.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.8.7.10.10: 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 discipline-specific tasks, purposes, and audiences.	
Medium Priority – Students should know: <ul style="list-style-type: none">8.7.5.5: With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.8.11.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">Form and use verbs in the active and passive voice.	
Low Priority – It is nice for students to know: <ul style="list-style-type: none">	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Write an argumentative essay using research on a real-world issue or question to build strong claims developed with adequate support.Use technology to produce and publish writing independently and in collaboration.	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">Argumentative writing involves various techniques to communicate in different modes depending on purpose.	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">What real-world problems or issues do I see that deserve debate and attention?How can I effectively persuade others with examples that reach beyond my own experience or stories?

<ul style="list-style-type: none">Argumentative writing requires strong support to clarify ideas for the audience.	<ul style="list-style-type: none">How can acknowledging counter-claims make my argument stronger? (Why is it important and civil to recognize “the other side” of an argument?)How can I build a strong, logical case for my position without using the personal voice and stories typically used in persuasive writing?
Acquisition	
<p>Knowledge - Students will:</p> <ul style="list-style-type: none">Use context clues and word learning strategies to determine meanings of unfamiliar words in a short story, poem, or novel <p>Reasoning - Students will:</p> <ul style="list-style-type: none">Support position with relevant research.Organize information and support in a format which lends to argumentative writing.Judge claims as credible.Predict counter argument and prove as invalid.	<p>Skills - Students will:</p> <ul style="list-style-type: none">Use verbs in the active and passive voice for particular effects (i.e. express uncertainty, emphasizing an actor, etc.)Use appropriate vocabulary to communicate effectively.Introduce claims or reasonsSupport claims/reasons with evidenceMaintain focus throughout pieceEstablish and maintain an appropriate level of formality to audience.Create developed and organized texts that are appropriate to task, purpose, and audience.Use a writing process that includes prewriting, drafting, revising, and editing for an intended audience.By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range, including stories, dramas, and poems, in the grades 6—8.Complete short research projects on given topics using self-generated questions and drawing on multiple sources.
<p>Common Misunderstandings</p> <ul style="list-style-type: none">I can persuade others without using support for my arguments.Persuasive writing is boring.There is only one way to persuade others through writing.	<p>Essential new vocabulary</p> <ul style="list-style-type: none">Counter-claimActive/Passive voice