

Argument Unit

Learning Target	Lesson/Activity	day	Formative	Intervention
I can recognize a debatable claim	Take a Stand Activity	1*	complete activity & worksheet	group discussion/ explanation in class
I can define evidence	Take a Stand Activity	1*	complete activity & worksheet	further explanation in class as necessary
I can explain what basic components are required for an argument paper	Argument Anchor Chart notes	1*	completed notes and classroom discussion	
I can write a simple debatable claim with evidence	Mini-Argument Mini-task	1*	completed 1-3 sentences	view more examples; make corrections
I can determine if a resource is credible or not credible	Credible or not credible Internet Resources	2	Investigation/discussion and worksheet completion	Small-group discussion w/those who need assistance
I can identify the debatable claim in an argument paper	T2T "Summer: 15 Days or 2-1/2 Months?" and/or "National Parks: Ecology and Economy"	3*	Complete T2T & participate in class discussion	Small-group discussion w/those who need assistance
I can explain an alternate or opposing argument in an argument paper	same 2 articles as above	3*	Complete T2T & participate in class discussion	Small-group discussion w/those who need assistance

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I can identify the evidence in an argument paper	same 2 articles as above	3*	Complete T2T & participate in class discussion	Small-group discussion w/those who need assistance
I can define commentary	Commentary Anchor Chart and same 2 articles as above	3*	Complete T2T & participate in class discussion	Small-group discussion w/those who need assistance
I can identify commentary in an argument paper	Commentary Anchor Chart and same 2 articles as above	3*	Complete T2T & participate in class discussion	Small-group discussion w/those who need assistance
I can understand argument vocabulary	Study using flashcards and games on Quizlet	3* 5* 10	practice quiz (eventually summative?)	additional review and practice
I can read and evaluate argument papers in order to improve the quality of my own argument paper	Use student evaluation rubric to score 2 articles on school sports. Then review the provided scoring document & comments	4	Complete scoring rubric and make changes to student scoring as suggested during class discussion	Read additional articles (topic: cell phone use) w/small group
I can create a claim for an argument paper	1-video on NYTimes website 2-Shmoop video 3- information on NYTimes and/or debate.org website 4-Argument Paragraph Pre-Writing (revised)	3* 4 5*	Exit slip - Claim and Alternate Viewpoint (due day 5)	Discuss w/teacher if not acceptable

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I can write an alternate/opposing viewpoint to my claim		5*	Exit slip - Claim and Alternate Viewpoint (due day 5)	
I can determine if the resources I want to use are credible	Review credible/not credible notes & begin research	5* 6 7		
I can take notes (gather evidence) from credible resources for both my claim and the opposing viewpoint	Note-taking sheets	5* 6 7	Teacher verifies acceptable quality and quantity of notes	Additional support after class if needed
I can cite resources I use to gather evidence	Easy-bib instructional movie	4	works cited due w/rough draft on Day 9	
I can write an Argument paper	See checklist and rubric	8 9	rough draft due on Day 9 for revising and editing in class. Summative due day 10	
I can create a presentation slide to share my opinion with others		10*		
I can present my claim and evidence using a formal speaking style.		11*		

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I can use appropriate eye contact, adequate volume, and clear pronunciation.		11*		

* = full block;
no * = half block