



Teacher: C. Klingler

Week: 10/23-10/27

Unit Title: Unit 3 - Myths and Legends

Class: English 1

**Unit Learning Objective:** By 11/23/23, students will be able to write arguments to support claims with clear reasons and relevant evidence by constructing an argument on a contemporary issue and arguing a position in a mock debate.

**Standard:**

ELA.C.1. Write arguments to support claims with clear reasons and relevant evidence.

ELA.E1.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:

- a. Introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
- b. Acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
- c. Link the major sections of the text cohesively;
- d. Establish a tone and style appropriate to the purpose; and
- e. Provide a concluding statement or section that supports the argument presented.

ELA.E1.R.1.5. Follow a standard academic style guide for citation to avoid plagiarism.

**Key Vocabulary:**

- Persuasion: The act of convincing someone to believe or act in a certain way.
- Emotion: Feelings or sentiments that can influence opinions (related to pathos).
- Logic: Reasoning and clear thinking used to support an argument (related to logos).
- Credibility: The quality of being trusted or believed (related to ethos).
- Appeal: A request or argument that tries to persuade (can be emotional, logical, or ethical).
- Rhetoric: The art of effective communication, especially in persuasion.
- Empathy: Understanding and sharing the feelings of others (related to pathos).
- Evidence: Facts, statistics, or examples used to support an argument (related to logos).
- Trustworthiness: Being reliable and honest (related to ethos).
- Reasoning: The process of thinking about something in a logical way.
- Anecdote: A short and interesting story used to support a point (related to pathos).
- Counterargument: An opposing argument or viewpoint.
- Authority: A person or source that is considered an expert (related to ethos).
- Clarity: The quality of being easy to understand (related to logos).
- Sincerity: Genuine honesty and truthfulness (related to ethos).
- Bias: Prejudice in favor of or against one thing, person, or group.
- Deductive Reasoning: Drawing a specific conclusion from general information (related to logos).

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|  | <ul style="list-style-type: none"> <li>- Connotation: The emotional or cultural associations of a word (related to pathos).</li> <li>- Ethical Appeal: Convincing by the character of the author (related to ethos).</li> <li>- Valid: Having a sound basis in logic or fact (related to logos).</li> </ul> |
| <p><b>Learning Targets:</b> I will be able to <b>BLOOM'S VERB</b> and <b>CONTENT/ SKILL/CONCEPT</b> by <b>ACTIVITY/SHOWING VERB</b> a(n) <b>ASSESSMENT OR PRODUCT</b>.</p> <ul style="list-style-type: none"> <li>- Monday: I will be able to write and identify proper paraphrasing by cooperating with a group to produce a properly paraphrased version of that paragraph.</li> <li>- Tuesday: I will be able to write and identify proper paraphrasing by reading a passage and writing a properly paraphrased version of that paragraph.</li> <li>- Wednesday:</li> <li>- Thursday:</li> <li>- Friday:</li> </ul> | <p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>- Writing in complete sentences</li> <li>- Capitalization and ending punctuation</li> <li>- Identifying parts of speech</li> </ul>  |

|           | <b>Activating Strategies</b> ( <i>i.e. connections to prior knowledge, building background, etc.</i> ) | <b>Instructional Delivery (Notes/Activities/Materials)</b> ( <i>i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.</i> )                       | <b>ESOL Accommodations &amp; UDL Framework</b> ( <i>Multiple means of engagement, representation, action, and expression</i> ) | <b>Assessments (Formative/Summative)</b> |
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| Monday    | Quick Writes<br>Reading Participation  | 15 to Finish - Creation Myth<br><br>The Golden Mistake <ul style="list-style-type: none"> <li>- Mini Lesson: Paraphrasing and citing sources</li> </ul> Argument Vocabulary Packet | Extended time with no late penalty   | We do: Group passage rewrite             |
| Tuesday   | Quick Writes<br>Reading Participation  | The Golden Mistake <ul style="list-style-type: none"> <li>- You Do: Summative Assessment</li> </ul> Argument Vocabulary Packet   | Extended time<br>Side-by-side translations   | You Do: Summative Assessment             |
| Wednesday | Quick Writes<br>Reading Participation  | Unit 4: Argument <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Notes</li> </ul>   | Chunking<br>Instructions in primary language   | GimKit                                   |

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| Thursday | Quick Writes<br>Reading Participation | Unit 4 Argument<br>- Topic selection<br>- Research | Assigned on Chromebook so that<br>students can use translation<br>software and Read&Write | Research Outline |
| Friday   | Quick Writes<br>Reading Participation | Film Club<br><br>Unit 4: Argument<br>- Debate      | Homogenous grouping<br>Sentence stems<br>Use of primary language<br>Flip Grid submission  | Debate           |