

Unit #4 - Argumentative - ENG 1 H - 2023

Content Area: **English**
Course(s): **English I**
Time Period: **September**
Length: **Marking Period 4**
Status: **Published**

Unit Overview:

Curriculum Modifications for English I Honors

All freshmen require The English I course which is aligned with the New Jersey Student Learning Standards for ELA.

The English I curriculum provides varied tracking levels to meet the needs and abilities of the students. Although course

content mirrors that of A level, the Honors program is differentiated by the depth of studies, student expectations, reading

selections, independent reading, and percentage of time allotted to each significant unit of study. The program is designed

to maintain the sequential development of the essential communication and literacy skills found in the New Jersey Student

Learning Standards for ELA and address the associated skills required by the New Jersey state assessment.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Essential Questions:

Can students draw evidence from non-fiction informational texts to support analysis, reflection and research?

Can students synthesize information and respond effectively using appropriate language and supporting evidence?

Can students effectively communicate with peers in the recursive writing process?

Can students compose a cohesive, well-developed argument using precise language and domain-specific vocabulary?

Enduring Understandings:

Good writing requires writing routinely over extended time frames.

Writers gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question

Good writers introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among them.

Good writers analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Standards/Indicators/Student Learning Objectives (SLOs):

LA.W.9-10.10 - 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 tasks, purposes, and audiences.

LA.W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

LA.W.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LA.RI.9-10.5- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Career Readiness, Life Literacies, & Key Skills:

Writing:

- Claim
- Position
- Counterargument
- Argument
- Evidence

- Reasoning
- Rhetorical Devices
- Ethos/Pathos/Logos
- Connotation/Denotation
- Objectivity vs. Subjectivity
- Rebuttal
- In-Text Citations
- MLA Formatting
- Works Cited

Reading:

- Fallacies
- Reliable Sources
- Analyze
- Evaluate

Critical Language:

- Claim
- Position
- Counterargument
- Argument
- Evidence
- Reasoning
- Evaluate
- Rhetoric
- MLA Format
- In-Text Citations
- Ethos/Pathos/Logos

Inter-Disciplinary Connections:

Equity Considerations

Amistad Mandate

Topic: Rhetorical Argument and Reasoning

Materials Used: "Ain't I a Woman?" Sojourner Truth

Addresses the Following Component of the Mandate: African Slave Trade, Slavery in America

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Rhetorical Argument and Reasoning

Materials Used: "Rwanda Seeks Justice"

Addresses the Following Component of the Mandate: Bigotry

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Rhetorical Argument and Reasoning

Materials Used: "Should the Government Specifically Mandate Rights for People with Disabilities?"

Addresses the Following Component of the Mandate: Political, Social

- Economic
- Political
- Social

Climate Change

Topic: Rhetorical Argument and Reasoning

Materials Used: Climate Change? Should the Government Take Aggressive Steps to Combat Climate Change?

Address the Following Component of Mandate: Social

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Rhetorical Argument and Reasoning

Materials Used: "Race and Ethnicity in Entertainment, Does the Entertainment Industry Positively and Fairly Portray Minorities"

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

Formative Assessment:

- Annotated Bibliography
- Graphic Organizer
- Peer-Review

- Progress Google Forms
- Rough Draft

Summative Assessment:

Students will compose a seven-paragraph essay arguing the positives or negatives of a specific topic (chosen by the teacher). Students must utilize databases and reliable sources to gather and collect information relevant to their argument and thesis statement. Students are expected to adhere to an outline, use in-text documentation, create a works cited and peer edit and review. The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

- Research Simulated Task

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

Non-Fiction:

- DRHS Databases:
 - Issues and Controversies
 - Points of View
 - Gale in Context : Opposing Viewpoints
 - Gale in Context: Global issues
 - Esbsco Host
- NoodleTools
- Purdue Owl MLA Formatting Guide

Fiction:

- Great Debaters (2007)

Teacher Resources:

- DRHS Databases:
 - Issues and Controversies
 - Points of View
 - Gale in Context : Opposing Viewpoints
 - Gale in Context: Global issues
 - Esbsco Host
- NoodleTools
- Purdue Owl MLA Formatting Guide
- Google Classroom
- Promethean Board

Student Resources:

- DRHS Databases:
 - Issues and Controversies
 - Points of View
 - Gale in Context : Opposing Viewpoints
 - Gale in Context: Global issues
 - Esbsco Host
- NoodleTools
- Purdue Owl MLA Formatting Guide
- Youtube
- Google Classroom
- Self Checklist
- Peer Checklist

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Think-Pair-Share
- Jigsaw
- Peer-Review
- Flash Cards
- Quizlet
- Blooket
- Pre-writing Activities
- Exit Ticket
- Self-Reflection
- Direct Instruction
- Outlining
- Graphic Organizers
- Brainstorming
- Peardeck
- Kahoot!
- Modeling
- Differentiated Instruction

Modifications

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Computer Science and Design Thinking Standards
