**Key Learning**: Good arguments are supported with relevant and sufficient evidence.

**UEQ**: How do authors effectively support an argument?

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| **Launch** |  | **Viewpoint****RI6** | **Word Choice****RI4** | **Counterargument****RI8** | **Writing****W1, W6\*, W8, SL4, L3** | **Culminating Activity** | **Review Units 1, 2, 3** |
| LEQ1 | How does an author express his/her viewpoint? | How does word choice impact an argument? | How does an author distinguish his/her viewpoint? | How do I write a good argument? |
| AP topics (skill break-down) | 1. Identify claims and reasons
2. Analyze evidence for sufficiency and relevance
 | 1. Identify unique word choices
2. Identify persuasive techniques
3. Analyze word choice and techniques for tone?
 | 1. Identify the author’s viewpoint
2. Evaluate the counterargument/ rebuttal
 | 1. Gather and evaluate sources
2. Implement argumentative style, avoiding plagiarism
3. Cite sources
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| Possible ETs | Analyze perspectives |  |  | Constructing Support |
| Assignment (on grade level text) | Read and evaluate the argument \_\_\_\_\_\_\_\_. | Analyze the effectiveness of the word choice in the argument \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | Read and evaluate the counterargument/rebuttal in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | Write an argument using technology to collaborate with others, link to and cite sources and publish. |
| Vocabulary | relevant, sufficient | Emotional appeal, loaded language, exaggeration, bandwagon, appeal to authority | Counterargument, rebuttal | MLA format, cite, plagiarism, paraphrase |
| Suggested Resources |  |  |  | \*W6 will add more LEQs after learning more about this standard |  |