



8<sup>th</sup> Grade English Language Arts

Unit 3: Gaining Advantage

Unit Overview

UbD: Stage 1

The issues that matter most to us are worth arguing, but how do you do more than just bicker about a belief? How do you make the other side rethink their belief? How do you make them see reason? This is the purpose of research: to investigate what you think, and then use what you find to win over others. It's the quality of your information that gains the advantage, and helps you score points in an argument. This unit teaches students how to use research and persuasive writing to establish credibility. Throughout this study, students will practice reading a text to recognize when they are being persuaded, while also interpreting their reading in a persuasive manner. As a culmination of learning, students will identify, research, and write about a topic of their choice in an attempt to explain their position on the issue, and move the opposition closer to their side.

**Stage 1 Desired Results**

<i>Established Goals</i>		<i>Transfer</i>	
<p><b>TEKS Figure 19 TAC §110.20(b), §110.20 (b):</b> 7, 8, 9, 10a-d, 11ab, 14a-e, 18a-c, 22ab, 23a-d, 24ab,25a-d, 26abc, 27, 28</p> <p><b>CCRS:</b> I. (1,2,3); II. A(1,2,3,4,5,8,9,11), B(1,3), C(1,2,3), D(1); III. A(1,2), B(1,2); IV. A(2,3), B(2,3)</p> <p><b>Strategic Design:</b> 1.5, 1.10, 3.1, 3.2, 3.3, 4.4, 6.3, 6.5, 6.7</p>		<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>❖ Use ideas of others to support their own claim.</li> <li>❖ Formulate personal arguments supported by examples.</li> <li>❖ Analyze persuasive elements across genres using text evidence for interpretations.</li> </ul>	
<i>Meaning</i>		<i>Acquisition</i>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>❖ My sources make me more (or less) credible.</li> <li>❖ The same fact can produce different conclusions.</li> <li>❖ Informed decisions require us to know when we're being manipulated.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>❖ How do I create persuasive moments in my writing?</li> <li>❖ What are the holes in my argument?</li> <li>❖ How do my personal experiences color my perspective?</li> </ul>	<p><b>APPLICATION (AP)</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>❖ Ethos</li> <li>❖ Logical Fallacies: leading questions, false assumptions, incorrect premises</li> <li>❖ Counter Argument</li> <li>❖ Common Place Assertion</li> </ul>	<p><b>ACQUISITION (AC)</b> <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Blending text evidence into writing.</li> <li>❖ Evaluating a source's effect on credibility.</li> <li>❖ Evaluating quality of literature using textual evidence.</li> <li>❖ Annotating supporting evidence.</li> <li>❖ Constructing a research plan based on a position.</li> <li>❖ Interpreting messages in multi-media.</li> </ul>

