

Time Frame – 4<sup>th</sup> nine weeks

Step 1- Concepts/Standards

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.1a 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.
CCSS.ELA-Literacy.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

Step 2: Big Idea

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Step 3: Essential Questions

Theme
1. When is the restriction of freedom a good thing?

2. When does the government have the right to restrict the freedoms of people?
3. When does a person's individual choices are in direct conflict with his her society, what are the consequences?
4. What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?

Standard

1. How does an author use craft and structure to create a viewpoint?
2. How are ideas and knowledge integrated into different mediums and how do they impact similar viewpoints?
3. How does a writer create a valid argument?

Step 4- Texts

*Fast Food Nation*  
Various informational viewpoints

Step 5- Learning Targets

Students will be able to...

1. Distinguish between what the text explicitly states and make inferences while reading.
2. Distinguish between the figurative and connotative meanings of words in a text
3. Analyze and understand how an author's specific word choice affects the meaning and tone of a text
4. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
5. Analyze the author's viewpoint and show how rhetorical devices advance that point of view
6. Compare and contrast how various accounts of a subject are told in two different mediums
7. Produce claims and counterclaims in students' work
8. Supply evidence for each claim while pointing out its strengths and limitations
9. Avoid false statements and fallacious reasoning
10. Use words, phrases, and clauses to create cohesion between claim(s) and counterclaims while maintaining a formal style and objective tone.

Step 6- Assessment

Summative chapter quizzes and unit tests, guided close reading, argumentative research project/ presentation, written reflection