



SAMPLE UNIT PLANNING TEMPLATE: USING LEARNING PROGRESSIONS TO GUIDE FORMATIVE, INTERIM, OR SUMMATIVE ASSESSMENT



Step 1: Unit—Argument Writing: Differentiating Argument Types

Unit Overview (Learning Objective)—Students will use relevant, credible evidence to develop and support arguments on a major topic, issue, or event studied in social studies.

Step 3: Identify Lesson-Based Learning Targets (Key Instructional Building Blocks Along the Progression)	Step 4: Describe the Prerequisite or Mid-Formative Assessments How will you capture the observable evidence? Will you add scaffolding?	Step 2: Describe the Summative Assessment What's the Observable Evidence and DOK?
Build schema —Generate ideas for writing arguments	Preassessment Write a personal op-ed piece about . . . (current topic) with use of supporting evidence	<p>Content (Big Ideas, Concepts, and Principles) Choose prompt (Topic, Event, Issue) from list provided by teacher or generated by class</p> <p>Process or DOK (Skills, Procedures) Gather evidence from at least two sources to support your response; check reliability of sources (DOK 4)</p> <p>Select and apply appropriate language and rhetorical devices for intended audience</p> <p>Product(s) or Assessment Task(s) Develop an argument, podcast, or speech responding to prompt and using supporting evidence from (at least) two credible sources</p> <p>Opportunities to Extend Learning? Select two+ sources presenting the same event, issue, or story (historical fiction, news story, biography, etc.) from differing perspectives. Analyze the varying perspectives and source credibility.</p>
Build schema —understand unique features of argument types	Analyze class op-ed arguments by type: fact based, judgement based, and policy based and rhetorical devices used (ethos, logos, pathos)	
Develop an understanding of a topic or issue —locate evidence; organize information relating to opposing sides of an issue	Gather and organize print and nonprint text evidence about topic or issue in “Multiple Perspectives” graphic organizer Analyze opposing ideas	
Choose perspective or develop a claim or thesis —Frame introduction; select <i>relevant</i> evidence (facts, details, quotes, examples, etc.)	Distinguish fact from opinion, relevant from nonrelevant facts; credible sources Mid-assessment Use two short texts to develop opinion with supporting evidence	
Develop logic chain and elaborate on each criterion: use transitions to connect ideas; link claim to conclusion	Mid-assessment Plan or analyze opinion pieces using graphic organizer (e.g., Hess’s Anatomy of an Opinion)	
Revise and edit for clarity of message, word choice, and so on.	Peers edit and revise opinion pieces	
Unit Resources and Texts		



Available for download at resources.corwin.com/HessToolkit