Curriculum Sample: 9th Reading
Max. 8 Pages

Grade Level	9	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)	Honors English Literature		
Length of Unit		**Time of Year**	
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The specific skills and knowledge they will have mastered related to this standard are: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The school's program of instruction stresses alignment with research-supported instructional techniques, including Hunter's Essential Elements of Instruction.		
Standard Number and Description *List the Number* and full description for the required Standard.*	9.RI.8 Grade: 9 Strand: Reading Standards for Informational Text RI Cluster: Integration of Knowledge and Ideas Standard: #8 Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient; identify false statements and fallacious reasoning		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	SW evaluate the evidence the author provides to support his/her claim. SW determine when evidence is sufficient and when it is irrelevant…particularly if it is a fallacy.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points*	A rubric will be used to score the summative assessment. The rubric has five categories. Each category is scored, based on the rubric criteria, on a 1-3 scale. Each category is equally weighted. The highest possible score is 12, and the grades are as follows: A=11-12; B=10; C=9; D=8; F=0-7. Mastery will be set at 10/12 or higher.		

possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	
Materials/Resources Needed	*Everything's an Argument* Bedford St. Martin Reflection journal

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed	Instruction	Student Activities
1	**Fallacies of Argument** SWBAT define fallacy SWBAT define the different fallacies of argument ethos, pathos and logos SWBAT explain the different fallacies of argument ethos, pathos, logos SWBAT identify the types of evidence an author provides in a piece **Key Points Pathos:** When making arguments writers and speakers must give evidence in order to support their argument. However not all evidence is true. It is important to evaluate the type of evidence an individual provides in order to determine if their claim is valid. -scare tactics -either-or choices -slippery slope -sentimental appeals -bandwagon appeals **WEB:** SW create a web. "pathetic fallacies" will be at the center of the web, "scare tactics", "either-or choices", "slippery slope", "sentimental appeals" and "bandwagon appeals" are paths off of the web. SW record examples of type of evidence on the path where they think it belongs. **Anticipatory Set:** If you think Mitt Romney is a millionaire elitist then you're a lazy, liberal, socialist, slob. If you think Barak Obama is a socialist and a Nazi then you a white bread eating, white collar wearing, elitist. Have you ever heard someone make a statement like that? Where do we hear statements like that most often? Just because someone says something it doesn't make it true. Opinions must be backed up with evidence and sometimes what individuals	SW participate in Pathetic fallacies discussion. SW read Chapter 17 selections from *Everything's an Argument* SW create web and complete in small groups. Each group will then report out on assigned topic. SW make an entry in their reflection journals. Homework- SW read J. Swift's "A Modest Proposal" and identify fallacies

	provide as “evidence” actually isn’t. Information that is provided as “evidence” but actually isn’t is called a “fallacy” **Lecture/Shared Reading:** *Everything’s an Argument* Chapter 17 “Fallacies of Argument”	
2	**Logos** **Key Points Logos:** When making arguments writers and speakers must give evidence in order to support their argument. However not all evidence is true. It is important to evaluate the type of evidence an individual provides in order to determine if their claim is valid. -hasty generalizations -faulty causality -begging the question -equivocation -non sequitur -the straw man -faulty analogy **WEB:** SW create a web. “logos fallacies” will be at the center of the web, “hasty generalizations”, “faulty causality”, “begging the question”, “equivocation”, “non sequitur, “the straw man”, and “faulty analogy arguments” are paths off of the web. SW record examples of type of evidence on the path where they think it belongs. **Anticipatory Set:** If you think Mitt Romney is a millionaire elitist then you’re a lazy, liberal, socialist, slob. If you think Barak Obama is a socialist and a Nazi then you a white bread eating, white collar wearing, elitist. Have you ever heard someone make a statement like that? Where do we hear statements like that most often? Just because someone says something it doesn’t make it true. Opinions must be backed up with evidence and sometimes what individuals provide as “evidence” actually isn’t. Information that is provided as	SW participate in logical fallacies discussion. SW read Chapter 17 selections from *Everything’s an Argument* SW create web and complete in small groups. Each group will then report out on assigned topic. SW make an entry in their reflection journals. Homework- SW read “Chicago Women’s Club Pledge for Children” and identify fallacies

	"evidence" but actually isn't is called a "fallacy" **Lecture/Shared Reading:** *Everything's an Argument* Chapter 17 "Fallacies of Argument"	
3	**Ethos** **Key Points Ethos:** When making arguments writers and speakers must give evidence in order to support their argument. However not all evidence is true. It is important to evaluate the type of evidence an individual provides in order to determine if their claim is valid. -appeals to false authority -dogmatism -moral equivalence -*ad hominem* arguments **WEB:** SW create a web. "ethical fallacies" will be at the center of the web, "appeals to false authority", "either-or choices", "dogmatism", "moral equivalence" and "*ad hominem* arguments" are paths off of the web. SW record examples of type of evidence on the path where they think it belongs. **Anticipatory Set:** If you think Mitt Romney is a millionaire elitist then you're a lazy, liberal, socialist, slob. If you think Barak Obama is a socialist and a Nazi then you a white bread eating, white collar wearing, elitist. Have you ever heard someone make a statement like that? Where do we hear statements like that most often? Just because someone says something it doesn't make it true. Opinions must be backed up with evidence and sometimes what individuals provide as "evidence" actually isn't. Information that is provided as "evidence" but actually isn't is called a "fallacy" **Lecture/Shared Reading:** *Everything's an Argument* Chapter 17 "Fallacies of Argument"	SW participate in ethical fallacies discussion. SW read Chapter 17 selections from *Everything's an Argument* SW create web and complete in small groups. Each group will then report out on assigned topic. SW make an entry in their reflection journals. Homework- SW read "Common Themes and Questions about the Use of 'Indian' Logos" by Barbara Munson and identify fallacies

4	Weekly Reading Discussion Day SWBAT evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. SWBAT explain if a fallacy is present and identify what type of fallacy it is **Key Points:** Fallacies are often present in arguments. It is important to identify, evaluate and question why the author uses them. It is also important to question if the author is aware of the fact that they are using them. What does it mean if an author does not know he/she is using fallacies? **Anticipatory Set:** The readings this week all contained fallacies. Let's discuss what they are, why the authors used them and if it made their arguments weaker or stronger. **Fishbowl discussion:** Students will discuss homework readings from the week.	SW participate in a fishbowl discussion of the three readings for the week Guided practice/shared reasoning SW make an entry in their reflection journals.
5	**Fallacy Summary** SWBAT summarize the elements of a fallacy of their choosing **Anticipatory Set:** This week we have been examining the fallacies play in making a sound argument. Today you'll evaluate a political blog of your choice. You will respond to questions regarding the arguments and evidence presented in the blog.	SW respond to the following questions regarding the arguments and evidence presented in the blog. 1. What is the author's argument? 2. Which claims does the author make? 3. What evidence does the author use? Is there enough evidence? Why or why not? 4. Are there any fallacies? If so, what are they and what effect do they have on the author's argument?

Paste Summative Assessment Here:
Students will respond to questions regarding the arguments and evidence presented in the blog.

Paste Answer Key/Scoring Rubric Here:

	1	2	3
Argument	Student demonstrates no understanding of the argument.	Student demonstrates a partial understanding of the argument, but critical elements are missing.	Student demonstrates complete understanding of what the argument is.
Claims	Student demonstrates no understanding of the claims made in the argument.	Student identifies one claim made.	Student identifies two or more claims made.
Evidence	Student identifies one piece of evidence. Student lacks understanding of sufficient evidence.	Student identifies two pieces of evidence. Student demonstrates minimal understanding of sufficient evidence.	Student identifies three or more pieces of evidence. Student thoroughly explains rationale behind answer of sufficient evidence question.
Fallacies	Student identifies fallacies without demonstrating an understanding of their impact on the author's argument.	Student identifies fallacies with minimal understanding of their impact on the author's argument.	Student identifies and explains fallacies with a well-thought out explanation of their impact on the author's argument.

Each category is equally weighted. The highest possible score is 12, and the grades are as follows: A=11-12; B=10; C=9; D=8; F=0-7. Mastery will be set at 10/12 or higher.