Curriculum Sample: 7th Reading
Max. 8 Pages

Grade Level	7	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)			
Length of Unit	Five 55-minute periods	**Time of Year**	Second Quarter
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.*	7.RI.8 Grade: 7 Strand: Reading Standards for Informational Text RI Cluster: Integration of Knowledge and Ideas Standard: #8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sounds and the evidence is relevant and sufficient to support the claims		
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.*	Students will identify the author's purpose and the evidence provided to support his/her claim. Students will evaluate the evidence the author provides to support his/her claim.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to*	A rubric will be used to score the summative assessment. The rubric has four categories: author's purpose, claim, evidence, and evaluation. Each category is scored, based on the rubric criteria, on a 1-4 scale. Each category is equally weighted. The highest possible score is 16, and grades are as follows: A=15-16; B=13-14; C=12; D=10-11; F=0-9. Mastery will be set at 13/16.		

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	"Ain't I a Woman" Dove Campaign for Beauty *Everything's an Argument* Bedford St. Martin Fashion magazines Reflection journal Various advertisements

* ***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	**Logos** SWBAT explain the role logos plays in supporting an argument. SWBAT explain the importance of "giving the opposition a nod" SWBAT identify author, audience and purpose. SWBAT identify the types of evidence an author provides in a piece **Key Points:** Aristotle's use of evidence for persuasive writing was just as useful to the ancients of his day as it is to writers today. Ethos/Ethical Appeal Ethical appeal is your credibility and trustworthiness as a writer. Pathos/Emotional Appeal Focus on the audience. You want your reader to be effected emotionally. Logos/Logical Appeal The text of your essay focuses on the reader's ability to think. Examples of Logos include: facts, statistics, surveys, polls, testimonies, narratives and interviews **WEB:** SW create a web. "Logos" will be at the center of the web, "facts", "stats", "surveys/polls", "testimonies/narratives" and "interviews" are paths off of the web. SW record examples of type of evidence on the path where they think it belongs. **Anticipatory Set:** Have you ever bought something expensive? Has anyone you've ever known had to replace something expensive before? • A washing machine • A car • An mp3 player • A cell phone • A computer	SW participate in Logos discussion. SW read Chapter 4 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.

	Has anyone ever tried to sell you something? • Make up • A cell phone • A membership card • Magazines/comics • A hair iron • An extra purchase to get something for "free" Did it work? How did they convince you to buy it? Did you regret it later? What advice would you give to someone who deciding whether or not to purchase something? Whether you realized it or not at that moment you were practicing in an age old tradition called argument. **Lecture/Shared Reading:** *Everything's an Argument* Chapter 4 "Arguments Based on Facts and Reason—Logos"	
2	**"Ain't I a Woman" by S. Truth** SWBAT evaluate the types of evidence supporting the argument in "Ain't I a Woman" SWBAT explain what types of evidence S. Truth uses the most in the piece "Ain't I a Woman **Key Points:** Logos Most arguments are based on the logical appeal. The focus of the logical appeal is usually the text of our essays when we're writing. Strategies often used in the logical appeal include: statistics, examples, quotes, expert opinions, graphs, cause and effect, division into parts and comparison contrast. Ethos is Logos' partner. Information provided must be reliable and come from a trust worthy source. Additionally, original work must be credited to its source. **EXPLORE:** SW use EXPLORE reading strategy with the article "Ain't I a Woman"	SW participate in evidence/detail discussion. SW read "Ain't I a Woman" in 6 small groups and analyze it using EXLPORE. EX—this is an *example* of genre/author/style P—what was the author's *purpose* for writing this text? L—what are the key *lines* (words/names/phrases) worth remembering? O—what *organizational* features or supports helped me read this article or got in the way of my understanding? R—how can I *relate* to what I just read? E—*evaluate* by thinking about my ah-ha's, questions and connections. One representative from each group will report out their findings on an assigned element. SW make an entry in their reflection journals.

	Anticipatory Set: Yesterday we discussed logos and how you have it to make decisions in your own life. As consumers we say "no" a lot. What techniques are most effective on you as a consumer • Facts • Statistics • Examples? • Stories? • Comparison/contrast? Are there some techniques ignore and other techniques that you prefer? Why do you think that is? We're going to read an article today that makes us question the role of evidence when proving a point **Lecture/Shared Reading:** Teacher will present "Ain't I a Woman". Students will do shared reading in small groups.	
3	**"Social Lubricant: How a Marketing Campaign Became the Catalyst for a Societal Debate" by R. Walker** SW be able to identify the evidence provided in the argument. SW be able to improve an argument by adding evidence. **Key Points:** Sometimes an opinion piece can be improved with the addition of facts and statistics Logos Most arguments are based on the logical appeal. The focus of the logical appeal is usually the text of our essays when we're writing. Strategies often used in the logical appeal include: statistics, examples, quotes, expert opinions, graphs, cause and effect, division into parts and comparison contrast. Ethos is Logos' partner. Information provided must be reliable and come from a trust worthy source. Additionally, original work must be credited to its source.	SW read "Social Lubricant How a Marketing Campaign Became the Catalyst for a Societal Debate" In a small group students will discuss and list the types of facts and statistics which could improve the argument presented One representative from each group will explain the addition or changes they would add to the article SW make an entry in their reflection journals.

	EXPLORE: SW use EXPLORE reading strategy in small groups. **Anticipatory Set:** Yesterday we discussed the strength of testimonies and narratives. Sometimes those techniques can be improved with the addition of facts or statistics. **Case Study:** In a small group students will consider the type of facts and statistics which could be added to make the article's argument stronger.	
4	"**Evolution of Beauty" Dove Campaign for Real Beauty** http://www.youtube.com/watch?v=IHqzlxGGJFo And http://www.youtube.com/watch?v=-_I17cK1ltY&feature=related SWBAT evaluate the argument and what evidence the author uses to support its claim SWBAT determine the following: What types of evidence are used in this argument? Is this evidence effective why/why not? **Key Points:** Many arguments that we encounter on a daily basis only use visual arguments. What do we have to consider when evaluating visual evidence? Visual arguments (particularly in advertising) are often made based on misleading evidence. An individual must be careful not to be misled by visual arguments? **Anticipatory Set:** This week we have been examining the types of evidence used to make strong arguments. Visual evidence is often more difficult to determine the truthfulness of. Advertising is a great example of a place where arguments are often made based on misleading evidence.	SW participate in discussion of "Evolution of Beauty" Guided practice/shared reasoning Students will pick an advertisement from a fashion magazine SW make an entry in their reflection journals.

	Case study: Students will evaluate the contents of a fashion magazine and pick one advertisement to evaluate the evidence of	
5	SWBAT evaluate the argument and evidence given by the advertisement and determine if they believe it to be valid or invalid SWBAT determine if the evidence is relevant and sufficient to support the claims. **Anticipatory Set:** This week we have been examining the role evidence plays in making a sound argument. Today you'll summarize the arguments and evidence presented in the ad in writing.	Student will complete the summative assessment: 1. What claim does this advertisement make? 2. What evidence supports this claim? 3. Which of Aristotle's methods were used in this advertisement? 4. Is the claim in this advertisement valid? Why or why not?

Paste Summative Assessment Here:

Student will complete the summative assessment:

1. What claim does this advertisement make?
2. What evidence supports this claim?
3. Which of Aristotle's methods were used in this advertisement?
4. Is the claim in this advertisement valid? Why or why not?

Paste Answer Key/Scoring Rubric Here:

	1	2	3	4
Claim	No claim stated.	Claim stated, but incorrect		Correctly stated claim.
Evidence	No evidence mentioned.	1 piece of evidence mentioned.	2 pieces of evidence mentioned.	3 or more pieces of evidence mentioned.
Aristotle's methods	None mentioned.	Mentioned, but incorrect.		Correct
Validity	No evaluation	Answered validity, but no reason	Answered validity with weak reasoning	Answered validity with strong reasoning

Each category is scored, based on the rubric criteria, on a 1-4 scale. Each category is equally weighted. The highest possible score is 16, and grades are as follows: A=15-16; B=13-14; C=12; D=10-11; F=0-9. Mastery will be set at 13/16.