Curriculum Sample: 8th Reading
Max. 8 Pages

Grade Level	8	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)			
Length of Unit	Five 55-minute periods	**Time of Year**	Third 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.*	8.RI.8 Grade: 8 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; recognize when irrelevant evidence is introduced.		
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 identify the author's purpose and the evidence provided to support his/her claim. SW evaluate the evidence the author provides to support his/her claim. SWBAT identify facts, statistics, surveys, polls, testimonies, narratives and interviews SWBAT 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 possible, criteria necessary to*	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 15, and the grades are as follows: A=14-15; B=12-13; C=11; D=9-10; F=0-8. Mastery will be set at 80% (12/15) or higher.		

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 Selection of political slogans 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.

	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.

	"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.

4	Political Slogans or logical fallacy? 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:** Political slogans can contain fallacies. Just because a statement is made doesn't mean it's true. **Anticipatory Set:** We've studied different types of fallacies this week. Politicians often use slogans that contain fallacies. **Case study:** Students will evaluate multiple campaign slogans and pick one slogan to evaluate the evidence of	
5	**Bloggers and fallacies** SWBAT evaluate the argument and evidence given by a political blogger SWBAT determine whether and how the blogger critiques the material blog links to. Is the individual prone to use fallacies? **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 pick a political 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? 4. Is there enough evidence? Why or why not? 5. Are there any fallacies? If so, what are they and why are they fallacies?

Paste Summative Assessment Here:

Students will pick a political blog and then 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 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 identifies two pieces of evidence.	Student identifies three or more pieces of evidence.
Quantity of Evidence	Student answers question without providing explanation.	Student answers question with minimal explanation.	Student answers question with thoughtful explanation.
Fallacies	Student identifies one fallacy without providing explanation.	Student identifies and explains one fallacy. OR Student identifies two or more fallacies without providing explanation.	Student identifies and explains two or more fallacies.

Each category is equally weighted. The highest possible score is 15, and the grades are as follows: A=14-15; B=12-13; C=11; D=9-10; F=0-8. Mastery will be set at 80% (12/15) or higher.