Curriculum Sample Template

Grade Level	9th Grade	**Content Area**	Reading
Course Title	Composition & Literature I		
Length of Unit	5 Class Periods	**Time of Year**	2nd Semester
Expected Prior Knowledge	9-10.RI.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9-10.RI.3-Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed , and the connections that are drawn between them. 9-10.RI.4-Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.Cornell note-taking.		
Alignment to Program of Instruction	The following methods of instruction are aligned to the Program of Instruction: RTi Note: When students need more than Tier 1 assistance, we will refer to Tier 2 strategies (small group), and Tier 3 for students who need more individualized help. SIOP Note: Lessons are carefully crafted with a content and language objective in mind where students have ample opportunity to engage in conversation and in practice of the target objective(s). Research-based Instructional Strategies: Every lesson will begin with clear daily objectives and students will receive detailed feedback in order to assist them with concept mastery attainment. 21st Century Technological & Critical Thinking Skills: Lessons embed technology-based learning tools and platforms to nurture necessary 21st century skills: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing analyzing information, and curiosity and imagination.		
Standard Number and Description	9-10.RI.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.		
Summative Assessment	The students will demonstrate analysis of informational text by examining specific claims in Martin Luther King's "Letter from Birmingham Jail" to determine if reasoning and evidence is valid, relevant, and sufficient, and by identifying false statements and fallacious reasoning.		
Scoring Scale and Mastery Level	The summative assessment will be scored using 4-point reading rubric. Each of four questions is assigned a point value from 1 to 4. A 4 demonstrates EXCEEDS MASTERY (15-16 points = 90-100%), a 3 demonstrates MEETS MASTERY (13-14 points = 80-89%), a 2 demonstrates APPROACHES MASTERY(11-12 points = 70-79%), and a 1 demonstrates FARS FALL BELOW MASTERY (10 points or below = 69% or below). Mastery is demonstrated with a score of 80% or above.		
Materials/ Resources Needed	Teacher-created PowerPoint titled,"Selecting, Delineating, and Assessing Arguments," Student vocabulary/objective journals, Pearson Grade 9 and 11 English Literature Textbook, Buckledown AIMS Workbook, http://www.teachertube.com/files/articles/3443.ppt, Propaganda PowerPoint from TeacherTube, Magazines students bring from home (Teacher will bring some on reserve for students who do not have any), access to Computer Lab , Teacher-created Delineating Arguments graphic organizer, teacher-created 9-10 Grade Reading Rubric.		

Lesson	Instruction	Student Activities
1	**Day One Objective:** Students will delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid. Explain to students that for the next several days they will be learning to analyze arguments to determine if they are based on reliable information or confusing and false reasoning. Further explain that "today we will look at examples of false statements to be sure we can identify them when we see them."Teacher states to students, "By the end of today's lesson, you will be able to determine an author's argument and whether the reasoning is valid." Anticipatory Set:Teacher assesses and accesses students' prior knowledge by asking them to define in their vocabulary journal the following words: argument, delineate, assess, reasoning, and valid. Teacher will ask students to share their answers, and then he/she writes the dictionary definitions of the words on the board for students to add to their journal. Students are required to use the vocabulary words throughout the lesson, and they will be added to the class Wikipedia Word Wall. Direct Instruction: The teacher leads the students in a discussion of argument, reasoning, and validity, followed by the PowerPoint presentation.Students take Cornell notes on the teacher prepared PowerPoint titled, "Selecting, Delineating, and Assessing Arguments." Next, teacher asks students to discuss with a partner what important idea(s) they saw. Teacher selects one pair to share with the class, and other student pairs take turns sharing as well. Modeling:From the teacher-created example in the PowerPoint presentation, the instructor models for students how toselect and delineate arguments, and determine whether the author's reasoning is valid.The instructor explains the process by modeling his/her thinking. Guided Practice:Teacher and students will do the guiding practice activity together (embedded into the teacher created PowerPoint) to assess student comprehension levels. Check for Understanding:Students will mimic the guided practice activity by themselves usingthe textbook excerpt, "Understanding Comics". The teacher will monitor students' comprehension and give feedback regarding their capabilities of selecting the argument, delineating it, and assessing its validity. Independent Practice:Students will select another argument from the "Understanding Comics" excerpt in order to: select, delineate, and assess the reasoning of the argument. The teacher will walk around to check students' comprehension and give feedback.	• Students define the assigned words in their vocabulary journal. • Students participate in teacher-led discussion about argument, reasoning, and validity. • Students take Cornell notes on thePowerPoint, "Selecting, Delineating, and Assessing Arguments". (RtI Tier 2 and 3 may have main ideas provided or partially completed notes.) • Students read "Understanding comics" and select, delineate, and assess the reasoning of the argument presented. Students repeat this activity with a different argument and work independently. (RtI tiers 2 and 3 may work in small guided group if needed.) • Students use their objective journal and explain how to select an author's argument, how to delineate an author's argument, and how to assess whether the argument's reasoning is valid or not. • In preparation for the homework assignment, students watch an infomercial, and use a teacher created "Delineating Arguments" graphic organizer to select the author's argument, delineate the author's argument, and assess if the reasoning is valid. (Tier 3 Sts. may have partially completed organizer.)

	The teacher will work with students needing extra time or assistance, one-on-one or in small groups. Closure/Formative Assessment — Students will use their objective journal and explain how to select an author's argument, how to delineate an author's argument, and how to assess whether the argument's reasoning is valid or not. Homework: Students will watch an infomercial, and use a teacher-created delineating arguments graphic organizer to select the author's argument, delineate the author's argument, and assess if the reasoning is valid.	
2	**Day Two Objective:** Students will determine if evidence an author uses in an argument is relevant and sufficient. The teacher guides the students in reviewing their homework responses to an author's argument and uses this discussion as a springboard for presenting today's objective. Teacher explains to the students, "by the end of today's lesson, you will be able to determine if an author's argument provides reasoning that is relevant and sufficient." Anticipatory Set:Teacher will ask student to review yesterday's objective and takes volunteers to explain it in their own words. Teacher will then assess and access students' prior knowledge by asking them to define in their vocabulary journal the following words: valid and sufficient. Teacher will ask students to share their answers, and then he/shewrites down the dictionary definitions of the words on the board for students to add to their journal. Students are required to use these added vocabulary words throughout the lesson, and they will be added to the class Wikipedia Word Wall. Direct Instruction:Students will continue taking Cornell notes from yesterday's teacher created PowerPoint, viewing the slides regarding the Day 2 objective: Decide if the reasoning is relevant and sufficient. Modeling:Teacher will explain the modeled PowerPoint example for students outlining what the delineated arguments is, whether the reasoning is valid, and now adding whether the reasoning is relevant and sufficient (Day 2 objective). Guided Practice:Teacher and students will collaborate together in a classroom discussion to complete the guided practice example focusing on Day 2 objective.Teacher will walk around to help students and give helpful feedback. Independent Practice:Assign students the Buckledown workbooks activity that mimics the modeling and guided practice activity. The teacher will walk around to offer assistance and feedback for students. The teacher will work with students needing extra time or assistance, one-on-one or in small groups.	• Students review their homework responses with the teacher. • Students write the objective, in their objective journal. • Students complete their vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site, and share their definition/explanation with the class. • Students take Cornell notes on Direct Instruction continuing "Selecting, Delineating, and Assessing Arguments." (RtI Tier 2 and 3 may have main ideas provided or partially completed notes.) • Students observe the teacher modeling and participate in class discussion about how to delineate arguments and determine if the reasoning is valid and sufficient. • Students work in Buckledown workbooks to complete an activity on valid, relevant, and sufficient reasoning. (Main ideas or key points may be highlighted for Tier 3 students.) • Students explain in their objective journal how to assess whether an author's reasoning is relevant and sufficient. (Tier 3 may verbalize answer to T. who will record ideas – if needed.) • Students will complete their homework at home.

	Closure/Formative Assessment: Direct students toexplain in their objective journal howto assess whether an author's reasoning is relevant and sufficient. Homework: Read a new editorial tonight and use a three-column graphic organizer to delineate the author's arguments, assess whether the reasoning is valid, and whether the evidence is relevant and sufficient to prove the author's point. Teacher will answer any student questions. Students also have to bring old magazines for Day 3 activity.	
3	**Day Three Objective:** Students will identify false statements and fallacious reasoning in an author's argument. The teacher guides the students in reviewing their homework responses to an author's argument and uses this discussion as a springboard for presenting today's objective. The teacher states to students, "By the end of today's lesson, you will be able toidentify false statements and fallacious reasoning in an author's argument. Anticipatory Set: In order to assess, and access students' prior knowledge, the teacher asks students to write their own definition of "fallacy." Teacher will ask for volunteers to share answers. Teacher will then provide the dictionary definition of fallacy (written on board): 1. A false notion. 2. A statement or an argument based on a false or invalid inference. 3. Incorrectness of reasoning or belief; erroneousness. 4. The quality of being deceptive. Then asks, "What is a fallacious argument?", "Where do we find fallacious arguments?", and "How can fallacious arguments be dangerous?" Teacher will entertain student responses and examples, and add the words to the class Wikipedia Word Wall. Direct Instruction:Teacher will use the Propaganda Powerpoint, slides 1-16 (omit slide 2 & 3) to identify false statements and fallacious reasoning. Modeling:The teacher will answer the question on Slide 16 (Identify a false statements and/or fallacious reasoning, and decide if it was effective). The teacher uses a t-chart to show students how they can determine thefalse statement/fallacious reasoning. Guided Practice:The teacher selects an ad from a student's magazineand, with the class, decideswhat fallacious reasoning and false statements were used to persuade the audience.This information goes on the T-chart. Check for understanding:Teacher will have students mimic the modeling and guided practice activities utilizing an ad they choose form their magazines. The teacher will walk around to check their T-charts for feedback and to offer help. Independent Practice: Teacher will place students in pairs. Teacher will direct students to pick two advertisements from their magazine (one student per advertisement),and fill out the T-chart graphic organizer individually. Students will then share their answers with	• Students review their homework in class discussion led by the teacher. Will complete anticipatory set activity & turn in homework. • Students write the objective, in their objective journal. • Students write their definition of the word "fallacy" in their vocabulary notebook, then participate in the teacher-led discussion. • Students take Cornell notes on the Propaganda PowerPoint. (RtI Tier 2 and 3 may have main ideas provided or partially completed notes.) • Students observe the teacher model how to identify false statements and fallacious reasoning in a magazine ad. • Students use magazine ad to practice completing a T-chart to identify fallacious arguments. • Students use advertisements from magazines duplicating guided practice activity as independent practice. (Tiers 2 and 3 may work with T. in small guided group.) • Students use their objective journals to explain how to identify false statements and fallacious reasoning in an author's argument. • Students will complete their homework at home.

	each other during a think/pair/share activity. Students will also share out paired answers with the class. Closure/Formative Assessment: Direct students to use their objective journals toexplain how toidentify false statements and fallacious reasoning in an author's argument. Homework:Students are directed to answer the following questions: "What is a fallacious argument?", "Where do we find fallacious arguments?", and "How can fallacious arguments be dangerous?" (Teacher will be available for after school help.)	
4	**Day Four Objective:** Students will determine an author's argument and identify specific claims, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. The teacher guides the students in reviewing their homework responses to fallacious arguments and uses this discussion as a springboard for presenting today's objective. Teacher explains to the students, "by the end of today's lesson, you will determine an author's argument and identify specific claims, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning." Preparation for tomorrow's assessment: The teacher directs the students to read two editorials from the Buckledown AIMS workbook on pages 128 & 129. They will then pick one to answer the following questions in comprehensive short answer responses: What persuasive writing technique did the author use to delineate the argument and assess whether: the reasoning is valid? the Evidence Relevant and Sufficient? Identify the false statements and fallacious reasoning to persuade the audience and state whether the false statements and fallacious reasoning was used effectively. Closure: After sufficient time for working, the teacher asks students to move into groups (by editorial) and compare their answers. The teacher moves about the room adding comments, clarification, and assistance.	• Students participate in a discussion with the teacher about their homework responses. • Students participate in a test preparation activity in which they select an editorial and answer comprehensive short answer responses. (Tier 3 sts may have text highlighted for them. Tier 2 and 3 sts may work with T. in small guided group.) • Students compare their answers in a group.
5	**Day Five: Summative Assessment** — Student will be able to 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. The teacher passes out the assessment prompt (attached).	Student will listen to teacher directed directions, obtain a copy of their summative assessment, and complete it by the end of the class period (40 min.) .

9th Grade Summative Assessment for 9-10.RI.8

The students will demonstrate analysis of informational text by examining specific claims in Martin Luther King's "Letter from Birmingham Jail" to determine if reasoning and evidence is valid, relevant, and sufficient, and by identifying false statements and fallacious reasoning.

Student Directions: Read Martin Luther King's "Letter from Birmingham Jail" and answer the following questions.

A. What is the argument in the text? What specific claims are made in support of the argument? Explain how the author's reasoning is valid or not.

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B. Explain to what extent the evidence provided in the argument is relevant and sufficient.

C. Identify and explain any false statements and fallacious reasoning the author uses to persuade the audience.

Possible Mastery Responses:

What persuasive writing technique did the author use to delineate the argument and assess whether:	
The reasoning is valid?	Mastery Student Response May Include: • Mr. Martin Luther King Junior validly argues for racial justice and freedom for all. • His valid reasoning includes: "…the goal of America is freedom" (p. 1232) . • His valid reasoning includes: "We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodies in our echoing demands" (p. 1232).
Is the Evidence Relevant and Sufficient?	Mastery Student Response May Include: • His relevant and sufficient evidence includes: "Before the Pilgrims were here we were here" (p. 1232). • His relevant and sufficient evidence includes: "Before the pen of Jefferson etched across the pages of history, the majestic words of the declaration of Independence, we were here" (p. 1232).
Identify the false statements and fallacious reasoning to persuade the audience?	Mastery Student Response May Include: • His identified false statement and fallacious reasoning include: "…it is wrong to use immoral means to attain moral ends" (p. 1233). • His identified false statement and fallacious reasoning include: "If I have said anything in this letter that is an overstatement of the truth and is indicative of an unreasonable impatience, I get of you to forgive me" (p. 1234). • His identified false statements and fallacious reasoning includes: "If I have said anything in this letter that is an understatement of the truth and is indicative of my having a patience that makes me patient with anything less than brotherhood, I beg God to forgive me" (p. 1234).

Reading Standards Rubric
Grades 9-10

Delineate and evaluate the arguments 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.

	Check the appropriate score for each criteria:	**Teacher Feedback:** (What works/what could be better)
The student identifies the argument and specific claims presented by the argument.	o 4 o 3 o 2 o 1	
The student evaluates how the author's reasoning is valid or not.	o 4 o 3 o 2 o 1	
The student evaluates to what extent the evidence provided in the argument is relevant and sufficient	o 4 o 3 o 2 o 1	
The student identifies and evaluates any false statements and fallacious reasoning the author uses to persuade the audience.	o 4 o 3 o 2 o 1	
	Mastery Totals	

Criteria/Points
4= Student Exceeds Mastery of the Standard
3= Student Meets Mastery of the Standard
2= Student Approaches Mastery of the Standard
1=Student Falls Far Below in Mastery of the Standard

Grading Scale:
90-100%= 4
80-89%= 3
70-79%= 2
69%-60=1

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Rubric. This number over 4 equals the score for the assessment. It can be no higher than 4/4.)