Curriculum Sample Template

Grade Level	10th	Content Area	Reading
Course Title	Composition & Literature II		
Length of Unit	5 Class Periods	Time of Year	2nd Semester
Expected Prior Knowledge	Cornell Note-taking. 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.		
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. Teachers will also use this information to celebrate their achievements. 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 Learned Hand's "I Am an American Day Address," 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	Wikipedia Online Class Word Wall, access to the Computer Lab,http://www.brighthub.com/education/k-12/articles/89020.aspx, Fallacious Arguments Webquest, "Nothing but the Truth: Patriotism Debate" (embeds Red Skeleton's and Victorious American information), Vocabulary/Objective Journals, Pearson 10th Grade Literature Textbook, Buckledown AIMS Workbook, Teacher-generated PowerPoint titled, "10.RI.8 Patriotism," Victorious American homework (teacher-created), Teacher-generated US FLAG Test Preparation Test (Day 4),Logical Fallacies Youtube Video and Powerpoint copy handouts for students, Logical Fallacies homework (teacher-created), http://www.youtube.com/watch?v=MhhJAGjBIEw&feature=related		

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: delineate and valid. Teacher asks students to share their answers. The teacher 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. Correct any misunderstandings and have students adjust their definitions accordingly. Direct Instruction: Direct students to take Cornell notes on the teacher prepared PowerPoint, titled, "10.RI.8 Patriotism," which presents how to select an author's argument, delineate the author's argument and assess whether the reasoning is valid. Modeling: From the teacher-created example in the PowerPoint, the instructor will model how to select and delineate arguments, and assess whether the author's reasoning is valid. The instructor will explain the process regarding how the answer is derived by thinking aloud. Guided Practice:Teacher will ask students to repeat the steps outlined in the PowerPoint on how to select, delineate, and assess the reasoning in an argument. The teacher will work with students needing extra time or assistance. Check for Understanding:After teacher plays the audio version of Red Skeleton's "Pledge of Allegiance," provides students a text copy of, and projects the text on the board, students will mimic the guided practice activity in pairs using Red Skeleton's "Pledge of Allegiance." The teacher will monitor students' comprehension and give feedback regarding their success in selecting the argument, delineating it, and assessing its validity. Independent Practice:Students work in pairs and use Red Skeleton's "Pledge of Allegiance" in order to select, delineate, and assess the reasoning of a second argument. The teacher will walk around to check students' comprehension and give feedback. Teacher selects one pair to share with the class, and others student pairs take turns sharing as well. Teacher gives guided feedback to help students attain mastery of the selected objective information in the examples. Closure/Formative Assessment: Students will explain in their objective notebook how to select,	• Students write the objective, in their objective journal, and complete their vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students take Cornell notes on the PowerPoint presentation titled, "10.RI.8 Patriotism" (Tier 3 sts. may have partially completed notes or notes with main ideas already provided.) • Students observe modeling by instructor on how to select and delineate arguments, and assess whether the author's reasoning is valid. • Students collaborate in pairs and analyze whether the reasoning is valid in "Pledge of Allegiance." • Students share their analysis with the class. • Students explain in their objective notebook how to select, delineate, and assess the valid reasoning of an argument. • Students will complete their homework at home.

	delineate, and assess the valid reasoning of an argument. Homework: Students will use text (provided by teacher in a handout) from the Victorious American to select, delineate and evaluate the reasoning of the argument.	
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 reasoning in an argument and uses this discussion as a springboard for presenting today's objective. Anticipatory Set: Teacher will then assess and access students' prior knowledge by asking them to define in their vocabulary journal the following words: relevant and sufficient. Teacher will ask students to share their answers and write 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 take Cornell notes on the teacher prepared Day 2 PowerPoint titled, "10.RI.8 Patriotism" PowerPoint which builds upon Day 1's objective and adds Day 2's learning objective regarding assessing if the argument's reasoning is relevant and sufficient? Modeling: From teacher created example in the PowerPoint, instructor will model how to select and delineate arguments, and assess whether the author's reasoning is valid (yesterday's learning objective) and now decide is the reasoning relevant and sufficient. Instructor will explain the process regarding how the answer is derived by thinking aloud. Guided Practice: Teachers pairs students.Teacher has students do an example from the PowerPoint, just as the teacher modeled. Teacher then selects one pair to share with the class, and others student pairs take turns sharing as well. Teacher gives guided feedback to help students attain mastery of the selected objective information in the examples. Check for Understanding: After teacher plays the audio version of Red Skeleton's "Pledge of Allegiance", provides students a text copy of it, and projects the text selection on the board, students will mimic the guided practice activity in pairs using Red Skeleton's text. The teacher will walk around to check students' comprehension and give feedback regarding their capabilities of assessing whether the evidence is relevant and sufficient? Independent Practice: Students work in pairs and use Red Skeleton's "Pledge of Allegiance" in order to assess if students can assess whether the arguments are relevant and sufficient? The teacher will walk around to check students' comprehension and give feedback. Closure/Formative Assessment: Direct students to use their objective journal and explain how to assess whether arguments are relevant and sufficient, and the importance of having arguments that are relevant and sufficient.	• Students participate in the teacher-led discussion in reviewing the homework. • Students write the objective, in their objective journal, and complete the vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students will take Cornell notes on Day 2 of "10.RI.8 Patriotism" PowerPoint (Tier 3 sts. may have partially completed notes or notes with main ideas already provided.) • Students observe teacher modeling how to decide if the reasoning is relevant and sufficient in an argument. • Students will work in pairs assessing "Pledge of Allegiance" on whether the evidence is relevant and sufficient. • Students explain how to assess whether arguments are relevant and sufficient, and the importance of having arguments that are relevant and sufficient in their objective journal. • Students will complete their homework at home. (Tier 2 and 3 sts. may have main ideas or reasoning in text highlighted for them.)

	Homework: Student will use text (provided by teacher in a handout) from the Victorious American to select, delineate and evaluate the reasoning of the argument.	
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 selecting, delineating and evaluating the reasoning of an 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 to identify false statements and fallacious reasoning in an author's argument." Anticipatory Set: Teacher asks students to write down what their definition of "false, fallacy, and fallacious" is in order to assess and access students' prior knowledge. Teacher will also ask what is the relationship between the terms, if one exists? Teacher will ask for volunteers to share answers. Teacher will also provide the correct answer and definitions, and add the words to the class Wikipedia Word Wall. Direct Instruction:Direct students to take Cornell notes on the teacher prepared PowerPoint titled, "10.RI.8 Patriotism," which builds upon Day 1 and 2's learning objectives and now adds information regarding selecting false statements and fallacious reasoning. Modeling:Teacher will model Day 3's objective from the PowerPoint (Identify a false statements and/or fallacious reasoning, and decide if it was effective?) Teacher will then explain for students how the answer was obtained by using a T-Chart to evaluate what the false statement/fallacious reasoning is, and whether it was used effectively on the board. Guided Practice: Teacher will have a student volunteer mimic the activity using another example from the PowerPoint The teacher will have the class decide along with the student at the front of the class what fallacious reasoning and false statements were used to persuade the audience, and were they effective? This information goes on the T-chart. The teacher will provide necessary feedback. Check for understanding: Teacher will have students mimic the modeling and guided practice activities utilizing the logical fallacies for the teacher generated worksheet which will cover Day 1-Day 3 objectives. The teacher will monitor students' comprehension and offer helpful feedback. Independent Practice: Teacher will place students in pairs. Teacher will direct students complete the Logical Fallacious worksheet in order to continue to assess their skills. The teacher will continue to walk around, answer student questions, give helpful feedback, make note of who needs more assistance.	• Students participate in teacher-led discussion about the previous day's homework. • Students write the objective, in their objective journal and complete their vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students take Cornell notes on day 3 of "10.RI.8" PowerPoint (Tier 3 sts. may have partially completed notes or notes with main ideas already provided.) • Students observe a modeling example as well as participate in guided practice. • In pairs, students complete the Logical Fallacious worksheet. • Students use their objective journal to explain how to identify false statements and/or fallacious reasoning and how and why false statements and fallacious reasoning can be effective techniques for writers to use. • Students will complete their homework at home.

	Closure/Formative Assessment: The teacher directs students to explain how to identify false statements and/or fallacious reasoning and how to assess whether it is used effectively, in their objective journal.Students will add how and why false statements and fallacious reasoning can be effective techniques for writers to use. Homework: Assign homework which asks students to explain in one paragraph the importance of mastering the 9-10.RI.8 standard in their daily lives. They need to explain how they come across this information in their daily lives and how it affects them. Teacher gives one example to ensure students understand the homework assignment before they leave, and asks another student to give an example. (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 information from the US Flag website provided by the instructor. They will use this information to answer the following questions in comprehensive paragraphs, one per sub-question: What persuasive writing technique did the author use to delineate the argument? Was the reasoning valid? Is the Evidence relevant and sufficient? And, finally, identify the false statements and fallacious reasoning used to persuade the audience. Closure: After sufficient time for working, the teacher asks students to move into groups and compare their answers. The teacher moves about the room adding comments, clarification, and assistance.	• Students participate in teacher-led discussion about the previous day's homework. • Student participate in a test preparation activity. (Tiers 2 and 3 may work with T. in small guided group. Tier 3may have main ideas, persuasive techniques, or reasoning hig lighted in text.) • Studentsmove into groups and compare their answers to the US Flag activity.
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 instructions, obtain a copy of their summative assessment, and complete it by the end of the class period (40 min.).

10th 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 Learned Hands, "I Am an American Day Address," 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: • His valid reasoning regarding the "spirit of liberty" includes: "We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves."
Is the Evidence Relevant and Sufficient?	Mastery Student Response May Include: • His relevant and sufficient evidence includes: "For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land." • His relevant and sufficient evidence includes: "…in that spirit of that America for which our young men are at this moment fighting and dying…"
Identify the false statements and fallacious reasoning to persuade the audience & are the false statements and fallacious reasoning used effectively?	Mastery Student Response May Include: • His identified false statement and fallacious reasoning include: "It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and lead straight to it's overthrow." • His identified false statement and fallacious reasoning include: "Liberty lies in the hearts of men and woman; when it dies there, no constitution, no law, no curt can even do much to help it." • *These are EFFECTIVE due to:* False claims lead the reader to believe one causes the other.

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

(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.)

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