Max. 8 Pages

Grade Level	8th	**Content Area**	Humanities Block-English/Reading
Course Title (grades 9-12 Only)			
Length of Unit	6 classes in Humanities Block	**Time of Year**	Block 8 of 10
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to identify author's purpose, cite examples of author's tone, identify intended audience and predict the mood of the audience. Students will be able to identify fact and opinion.		
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.*	Students will use analysis and evaluation to address the rigor/relevance framework by comparing varied types of informational text pertaining to issues that directly impact their lives.		
Standard Number and Description *List the Number* and full description for the required Standard.*	8.RI.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.*	Students will complete a five paragraph essay that analyzes "To Dream or Not to Dream: a DREAM Act Summary. They will take a stand on this issue and specify the evidence used from this text to make their decision		
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 demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Scoring is based on the six category rubric provided. Their responses to the two articles will each be scored according to the rubric. Each response is worth 24 points for a total of 48 points possible. A minimum of 36 points (75%) is required for mastery or the "C" grade, a "B" is 41-44 and an A is 45-48.		
Materials/Resources Needed	Reading selections, rubric copies, LCD projector, available debate clips and text, relevant current debate articles.		

* ***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	The teacher will distribute copies of two famous speeches to the class: "The Gettysburg Address," and "I Have a Dream."	The class will orally read these speeches. Students next listen to professional or original readings of the chosen speeches. Class discussion centers on delivery as part of persuasion and how tone in voice enforces tone of the text.
2	Teacher explains and distributes rubric. Monitor pairs to guide and assist as needed.	After reading the speeches, students will divide into pairs in order to share their interpretations, determine author's purpose and perspective, determine audience, and analyze the author's persuasive style by completing the rubric.
3	Teacher uses clear example to demonstrate sound reasoning and relevance to topic. Circulate to check on individual student understanding of the task.	Students assess the two texts for sound reasoning. Half the class assesses one speech; the other half assesses the other speech. Through research and reasoning they determine if evidence is relevant and sufficient and identify any irrelevant evidence. Students may refer to example as they complete their rubrics.
4	From past political debates, teacher supplies text of two opposing views on the draft. Teacher explains historical context, what the draft was, and what it meant to the United States in the past. Text selection should give students the basics of the arguments on the draft.	Students will take Cornell notes during the teacher presentation. In small groups students will use the rubric to assess the arguments. Half the class will be assigned either the pro or the con point of view. Using the classroom blog or discussion board on the teacher website, each member of the class voices opinions on respective candidates' speeches, paying attention to the quality of the arguments and using their prepared rubric responses as guides.
5	Provide a copy of the article "Brown signs California Dream Act" Teacher will evaluate the paragraph using the rubric.	Students individually apply rubric to the selection. Students will use the rubric to evaluate the article in a one paragraph review. They will publish their responses to the class blog or discussion board.
6	Teacher provides *To Dream or Not to Dream: A DREAM Act Summary*. Provide the essay requirements and evaluation rubric.	The students will write a five paragraph essay responding to the article in which they take a stand and defend that stance based upon claims and information provided in the text. Upload to the student portfolio for teacher evaluation. Essays are published on the class blog or discussion board. Students respond on the blog or discussion board to other students' work.

Paste Summative Assessment Here:

Evaluate the article "To Dream or Not to Dream: A DREAM Act Summary." Complete a five paragraph essay in which you take a stand (make a claim) for or against the DREAM Act that clearly includes the text in this article, the supporting facts or opinions that are used, and any information that does not seem relevant to the issue. Be sure to include clear examples from the article to support your evaluation. Upload to your Portfolio for evaluation then Post to our class blog for later discussion.

Paste Answer Key/Scoring Rubric Here:

Scoring is based on the five category rubric provided. A minimum of 19 points (76%) is required for mastery

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Claim: Introduce a clear, arguable claim supported by reasons and evidence	Takes a purposeful position on an issue. Text has a structure and organization crafted to support the claim.	Takes a position using effective structure and organization aligned with the claim.	Takes a position that is arguable supported by a structure and organization aligned with the claim.	Takes an unclear position but attempts to provide structure and organization for support.	Vague position with limited structure and organization.
Development: Provide sufficient evidence and data to back up the claim as well as a conclusion that supports the argument	Provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. Conclusion strengthens the claim.	Provides sufficient and relevant data and evidence to back up the claim and addresses counterclaims fairly. Conclusion reinforces the claim.	Provides sufficient data and evidence to back up the claim and addresses counterclaims. Conclusion ties to the claim and evidence.	Provides data and evidence that attempts to back up the claim but unclearly addresses counterclaims. Conclusion just restates the position.	Provides limited data and evidence related to the claim and counterclaims. Does not conclude the argument or position.
Audience: Anticipates your audience's knowledge level and concerns and addresses their specific needs.	Consistently addresses the audience's knowledge level and concerns about the claim. Addresses the	Anticipates the audience's knowledge level and concerns about the claim. Addresses the specific needs of the	Considers the audience's knowledge level and concerns about the claim. Addresses the needs of the audience.	Inconsistent awareness of the audience's knowledge level and needs.	Lacks awareness of the audience's knowledge level and needs.

	specific needs of the audience.	audience.			
Cohesion: Uses words and phrases to link the sections of text and creates cohesion	Strategically uses words, phrases, and clauses to link the major sections of the essay. Explains relationships between the claim and reasons as well as the evidence. Links counterclaims.	Skillfully uses words, phrases and clauses to link the major sections of the essay. Identifies the relationship between the claim and reasons as well as the evidence. Links counterclaims.	Uses words, phrases, and clauses to link the major sections of the essay. Connects the claim and reasons. Links counterclaims.	Contains limited words, phrases and clauses to link the major sections of the essay. Tries to connect the claim and the reasons.	Contains few, if any, words, phrases and clauses to link the major sections of the essay. Does not connect the claims and reasons.
Style and Conventions: Uses a formal tone using standard English conventions and mechanics.	Tone presents an engaging, formal and objective tone. Uses standard English conventions of usage and mechanics.	Presents an appropriate and formal, objective tone. Uses standard English conventions of usage and mechanics.	Presents a formal, objective tone. Demonstrates standard English conventions or usage and mechanics.	Shows a limited awareness of formal tone. Demonstrates some accuracy in standard English conventions of usage and mechanics.	Has a limited awareness or inconsistent tone. Inaccuracy in standard English conventions of usage and mechanics.

Adapted from Turnitin Common Core State Standards Writing Rubric