ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [elaunitmaps@gmail.com](mailto:elaunitmaps@gmail.com) and your group members.

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| **Title of Unit** | Relevant Evidence and Fallacious Reasoning |
| **Grade Level** | 9-10 |
| **Time** |  |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Class debates, graphic organizer, student response, persuasive writing, |
| **Targeted ELA/ Literacy CCSS** | CCSS.ELA-Literacy.RI.9-10.8 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. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Social Science 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. |
| **Targeted ELD Standards** | Part 1: Interacting in Meaningful Ways  ***6. Reading/viewing closely***  a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence‐based argument) based on close reading of a variety of grade‐appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain‐specific words. b) Explain inferences and conclusions drawn from close reading of grade‐appropriate texts and viewing of multimedia using familiar verbs (e.g., *seems that*). c) Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple‐meaning words on familiar topics. |
| **Big Ideas** | Identify valid arguments and fallacious reasoning |
| **Essential Questions** | Why should students identify the argument and claims in a text? Why do students need to decide whether an argument is relevant? Can students identify a false statement? Can students identify fallacious reasoning? Why do we need to be able to follow a logical argument and judge validity? How do we use reasoning in our everyday lives? How can you change the structure of a statement without changing its implication? |
| **Content** | Animal Farm → Squealer |
| **Skills** | Students will learn: The difference between formal and informal reasoning. The difference between direct and indirect reasoning. The difference between inductive and deductive reasoning. |
| **Vocabulary**  **(Academic and Content)** | Argument, reasoning, valid, evidence, fallacy, the types of fallacies (e.g.slippery slope, missing the point, appeal to pity…), syllogism, premise, conclusion, induction, deduction, rhetoric, |
| **Activities** | Class debates, written and oral response to speeches, graphic organizer, persuasive essay/paragraph, venn diagrams, |
| **Formative Assessments** | Analyze a historical document and identify and name the arguments. Explain why something is a fallacy and how it meets the definition of that fallacy. |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_\_\_ Communication  \_X\_\_ Collaboration  \_\_\_\_\_ Creativity  \_X\_\_ Critical Thinking  \_\_\_\_\_ Research  \_\_\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | Graphic Organizer (question, claim, evidence boxes)  <http://writingcenter.unc.edu/handouts/fallacies/> |