**Politics and Persuasion**

**PKL**

**Performance-Based assessments**, **K**UD, **L**earning Scales

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|  **Performance-Based Assessment(s)****(description of the assessment and the learners):** This is our first unit that we will be focusing on with our 8th graders. We had the students as 7th graders, so we do have a pretty good sense of the skill level. There are about 26 students and we group them heterogeneously. At times we will see the students as one large group and other times we will split the class in half for smaller lessons. The assessment focuses on the unit’s essential question: “How do people exercise power and influence?” The PBA will be a letter that students will write to a ‘real world’ audience that states their perspective about an issue they have researched during our Model Government. The letters will have persuasive appeal, develop a claim, and support it with relevant evidence.  |

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| **K**now(particular facts/terms associated with the learning) | **U**nderstand(limited # big ideas that recur across units) | Do(transferable skills aligned with school-wide outcomes) |
|  * Types of governments
* Causes of the American Revolution
* Democracy
* Domain Specific Vocabulary: legislation, lobbyists, campaign, political ideology, political parties, checks and balances, branches of government
* Three Branches of Government
* Separation of Powers and Checks and Balances
* Legislative Process
 |  * Many models for governing well, and each has a different approach to organizing power
* The type of government a person admires often reflects their assumptions about human nature.
* There are always multiple ways to interpret ideas and events, depending on one’s perspective.

   | **Analyzing Perspectives** [**CCSS.ELA-LITERACY.RH.6-8.6**](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**Persuasive Writing**[**CCSS.ELA-Literacy.W.8.1**](http://www.corestandards.org/ELA-Literacy/W/8/1/) Write arguments to support claims with clear reasons and relevant evidence**Analyzing Perspectives**[**CCSS.ELA-LITERACY.RH.6-8.6**](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  |

**Analyzing Perspectives Learning Targets**

**Analyzing Perspectives**

[CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Learning Target**

I can identify the perspective(s) presented in the text.

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| Learning Scales | Getting Started | Making Progress | Got It | Transfer |
| **Taking the Voice of a Perspective** | I am learning what perspective means. | I can write from a perspective of a person/character when directed to examples. | I can write from the perspective of a person/character and present their values as they were my own. | I can write, speak, and/or role play from the perspective of a person or character. I can realistically and accurately portray the person’s/character’s values as if they were my own. |

**Learning Target**

I can identify the perspective(s) presented in the text.

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| Learning Scales | Getting Started | Making Progress | Got It | Transfer |
| **Understanding Perspective** | I am learning what perspective means. | I can examine a text/situation and identify many of the perspectives represented. | I can examine a text/situation and clearly identify and articulate the perspectives being represented.  | I can examine a text/situation and articulate the perspectives being represented. I understand that there are a variety of perspectives in the world. I can hear, understand, and articulate other people’s point of view.  |

**Persuasive Writing Learning Targets**

**Vital Learning Outcome**

[CCSS.ELA-LITERACY.W.8.1.A](http://www.corestandards.org/ELA-Literacy/W/8/1/a/)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**Learning Target**

I can create a claim that can be supported with evidence.

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| Learning Scales | Getting Started | Making Progress | Got It | Transfer  |
| **Create a Strong****Claim** | I am learning what a claim is and how to identify one in a text. | With the support I can create a claim. | I can create a claim that is clearly stated and addresses the essential question. | I can independently identify an author’s claim in other settings and form my own claim about the text.  |
| **Organize****Evidence** | I am learning how evidence must be organized to support a claim. | When given direction I can organize evidence that supports my claim. | I can organize evidence that supports my claim throughout my piece. | I understand how to best organize my evidence to support my claim, resulting in a strong piece. I can use this skill in multiple settings. |

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**Vital Learning Outcome**

[CCSS.ELA-LITERACY.W.8.1.B](http://www.corestandards.org/ELA-Literacy/W/8/1/b/)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**Learning Target**

I can take a position and explaining it with logical reasoning.

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| Learning Scales | Getting Started | Making Progress | Got It | Transfer |
| **Support claim(s) with logical reasoning** | I am learning what logical reasoning is and how it can be applied in my work. | I can support my claim with logical reasoning with assistance. | I can support my claim with logical reasoning that enhances my position. | I can support my claim with logical reasoning that elevates my position. I can use this skill when I am speaking and writing. I can use logical reasoning in other settings. |

**Vital Learning Outcome**

[CCSS.ELA-LITERACY.W.8.1.B](http://www.corestandards.org/ELA-Literacy/W/8/1/b/)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**Learning Target**

I can take a position and support it using the most relevant evidence that shows understanding of the topic.

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| Learning Scales | Getting Started | Making Progress | Got It | Transfer |
| **Support claim (s) with relevant evidence** | I am learning what evidence is and how to use it to support my claim. | I can support my claim with evidence, though I could use support to select the most relevant information. | I can support my claim with the most relevant evidence. The evidence is carefully selected to show my understanding of the topic. | I can support my claim with the most relevant evidence. The evidence is carefully chosen to show my understanding of the topic. I am using this careful selection process in other settings. |
| Learning Scales | Getting Started | Making Progress | Got It | Transfer |
| **Choose Credible Sources** | I am learning what types of sources would be credible. | I can find sources that will support my claim. | I know where to find the most credible sources and I can select the sources that will enhance my claim. | I know where to find the most credible sources and I can select the sources that will enhance my claim. I am using this skill in other settings, including my daily life.  |

**Vital Learning Outcome**

[**CCSS.ELA-LITERACY.W.8.1.C**](http://www.corestandards.org/ELA-Literacy/W/8/1/c/)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**Learning Target**

I can cohesively support a claim.

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| Learning Scale | Getting Started | Making Progress | Got It | Transfer |
| **Create cohesion in a claim** | I am learning what cohesion is and studying examples from varied texts. |  When provided with support, like graphic organizers, I can cohesively support a claim. | I can cohesively support a claim by: creating strong connections among ideas, using transitional sentences and presenting ideas in a logical progression. | I can independently and automatically create acohesive claim. I have a command of how to createstrong connections amongideas, using transitional sentences and presentingideas in a logical progression.I can use this type of organization in other settings . |

**Vital Learning Outcome**

[CCSS.ELA-LITERACY.W.8.1.E](http://www.corestandards.org/ELA-Literacy/W/8/1/e/)

Provide a concluding statement or section that follows from and supports the argument presented.

**Learning Target**

I can write a concluding statement that ties together the most important ideas presented to support the claim.

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| Learning Scales | Getting Started | Making Progress | Got It | Transfer |
| **Making concluding statements** | I am learning what concluding statements are, by studying examples. | When provided with a model or additional support I can write a concluding statement. | I can provide a conclusion that reflects on the evidence presented to support the claim. | I automatically provide a conclusion that ties the most important ideas together and reflects on the evidence presented to support the claim.  |