

Wallenpaupack Area School District

Planned Course Curriculum Guide

Social Studies

Logic

Course Description:

This class is an introduction to academic logic, recognizing fallacies and constructing categorical arguments

Initial Creation Date (if applicable) and Revision Dates:

2018, 2020

Wallenpaupack Area School District Curriculum	
COURSE: Logic	GRADE/S: 11,12
UNIT 1:	TIMEFRAME: Spring
PA COMMON CORE/NATIONAL STANDARDS: CC.1.4.11-12.G, CC.1.2.11-12.H, CC.1.5.11-12.B	
UNIT OBJECTIVES (SWBATS): Students should be able to identify basic logical terms Students should be able to convert an argument into argument form Students should be able to test invalid arguments through substitution method	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Book activities, and reviewing of activities, Solo or group projects	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Collecting of book activities Presenting projects with on the spot corrections Test	
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): All assignments are reviewed as class, and as a class we correct errors in presentations as they come up during the presentation to ensure everyone has a chance to complete the rubric Students who want to work ahead have the book questions that we do not review in class	
RESOURCES (Technology Based Resources, Text Resources, etc.): Text Book, Ipad, wksts	
KEY VOCABULARY: Valid, Invalid, Argument form	

Wallenpaupack Area School District Curriculum	
COURSE: Logic	GRADE/S: 11,12
UNIT 2:	TIMEFRAME: Spring

PA COMMON CORE/NATIONAL STANDARDS: CC.1.4.11-12.G, CC.1.2.11-12.H, CC.1.5.11-12.B
UNIT OBJECTIVES (SWBATS): Students should be able to identify formal vs informal fallacies Students should be able to identify 28 different informal fallacies Students should be able to create their own informal fallacies
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Book activities, and reviewing of activities, Solo or group projects
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Collecting of book activities Presenting projects with on the spot corrections Test
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): All assignments are reviewed as class, and as a class we correct errors in presentations as they come up during the presentation to ensure everyone has a chance to complete the rubric Students who want to work ahead have the book questions that we do not review in class
RESOURCES (Technology Based Resources, Text Resources, etc.): Text Book, Ipad, wksts
KEY VOCABULARY: Formal vs Informal fallacies

Wallenpaupack Area School District Curriculum	
COURSE: Logic	GRADE/S: 11,12
UNIT 3:	TIMEFRAME: Spring

PA COMMON CORE/NATIONAL STANDARDS: CC.1.4.11-12.G, CC.1.2.11-12.H, CC.1.5.11-12.B
UNIT OBJECTIVES (SWBATS): Students should be able to identify the different parts of a standard form argument Students should be able to assess validity using the traditional and modern square of opposition Students should be able to convert normal arguments into standard form language
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Book activities, and reviewing of activities, Solo or group projects
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Collecting of book activities Presenting projects with on the spot corrections Test
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): All assignments are reviewed as class, and as a class we correct errors in presentations as they come up during the presentation to ensure everyone has a chance to complete the rubric Students who want to work ahead have the book questions that we do not review in class
RESOURCES (Technology Based Resources, Text Resources, etc.): Text Book, Ipad, wksts
KEY VOCABULARY: Squar of opposition, Quality, Quantity, Distribution, Sound, Unsound

Wallenpaupack Area School District Curriculum	
COURSE: Logic	GRADE/S: 11,12
UNIT 4:	TIMEFRAME: Spring

PA COMMON CORE/NATIONAL STANDARDS: CC.1.4.11-12.G, CC.1.2.11-12.H, CC.1.5.11-12.B
UNIT OBJECTIVES (SWBATS): Students should be able to break arguments into standard argument form Students should be able create Venn diagrams of standard arguments form Students should be able to assess the validity of a syllogism Students should be able to reduce an argument and assess the validity
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Book activities, and reviewing of activities, Solo or group projects
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Collecting of book activities Presenting projects with on the spot corrections Test
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): All assignments are reviewed as class, and as a class we correct errors in presentations as they come up during the presentation to ensure everyone has a chance to complete the rubric Students who want to work ahead have the book questions that we do not review in class Students create their own valid arguments about the movie "The Breakfast Club" Students create their own valid syllogism using know song titles
RESOURCES (Technology Based Resources, Text Resources, etc.): Text Book, Ipad, wksts, movie "The Breakfast Club"
KEY VOCABULARY: Mood, Figure, Major & Minor Premise