







Assignment Sheet

Week of March 4th

Name _____

	Mon	Tue	Wed	Thur	Fri
Science	<p>Engineering Design Principle #7</p> <p style="text-align: center;">Iterate</p> <p>Improve your Prototype</p>	<p>Science Olympiad</p> <p style="text-align: center;">Mouse Trap Car Race Day</p> <p>Distance Race Speed Race</p>	<p>Forces in Fluids</p> <p>11.3 Pascal's Principal p.432-436</p> <p>Assessments p. 436</p>	<p>Forces in Fluids</p> <p>Engineering Design Simple Machines Review</p> <p>Screw, Wedge, & Inclined Plane</p>	<p>Forces in Fluids</p> <p>Engineering Design Simple Machines Review</p> <p>Pulley, Lever, Wheel & Axle</p>
Language Arts	<p style="text-align: center;">Read 30 Min</p> <p>Position Paper</p> <p>Logical Fallacies False Analogy</p>	<p style="text-align: center;">Read 30 Min</p> <p>Position Paper</p> <p>Topic Finalization Research Day</p>	<p style="text-align: center;">Read 30 Min</p> <p>Position Paper</p> <p>Logical Fallacies Correlation No Causation</p>	<p style="text-align: center;">Read 30 Min</p> <p>Position Paper</p> <p>Logical Fallacies Straw Man</p>	<p style="text-align: center;">Read 30 Min</p> <p>Position Paper</p> <p>Thesis Statement Review</p>
Social Studies	<p>Growth & Expansion</p> <p>9.1 Growing Economy p.328-334</p> <p>Inquiry Journal p. 224-229</p>	<p>Jefferson Era</p> <p>9.1 Growing Economy p.328-334 Day 2</p> <p>Inquiry Journal p. 224-229</p>	<p>Jefferson Era</p> <p>9.2 Moving West p. 335-341</p> <p>Inquiry Journal p. 230-235</p>	<p>Jefferson Era</p> <p>9.2 Moving West p. 335-341 Day 2</p> <p>Inquiry Journal p. 230-235</p>	<p>Jefferson Era</p> <p>9.3 Unity & Sectionalism p. 342-351</p> <p>Inquiry Journal Skip for 9.3</p>

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LOGICAL FALLACIES			
Errors in Reasoning that Invalidate the Argument			
	Ad Hominem <small>Latin: "At the Person"</small>	Talking badly about people instead of addressing their argument	"Students who want to use cell phones in school just don't get it. They are just kids who have no idea what they're talking about."
	Slippery Slope	Making it seem that one side of the argument opens the door to a slide toward a worst possible scenario	"If we let kids have cell phones in class, then they'll be making phone calls all day long and they'll never get any work done. Then our classrooms will be chaos and our kids will never learn anything. And they'll be academic failures. We don't want kids to be academic failures so we shouldn't let them have cell phones in class."
	Begging the Claim	Using loaded language to push ideas instead of proving them.	"Cell phones, high-tech devices that cause distractions and cyber bullying, should be banned in schools."
	False Analogy	Comparing two things that really aren't the same.	"Administrators who don't want kids to have cell phones are like wardens of a jail"
	Correlation, No Causation	Assuming that because two things happened, one caused the other.	"Some kids failed a test last week and they all had cell phones. Having cell phones in school made them fail"
	Straw Man	Misrepresenting (and often oversimplifying) the original argument and then arguing against the misrepresentation.	"All these teachers are all claiming that kids having cell phones in class is the end of all learning. Now, it is simply just not the case that cell phones are the end of all learning and here's why..."

POSITION PAPER ESSAY STRUCTURE	
Intro	<p>Define the debate</p> <p>Some think... but others believe... or An issue that is hotly debate is....</p> <p>Make a clear claim</p> <p>it's clear that overall... If one had to choose, then... Research shows, however, that...</p> <p>Forecast your reasons (Thesis Statement)</p> <p>_____ because (reason 1), because (reason 2), and because (reason 3)</p>
Body Paragraph 1	<p>Reason 1</p> <p>One reason that... is that... Evidence a, b, c For example... (evidence a) Also... (evidence b) In addition (evidence c)</p>
Body Paragraph 2	<p>Reason 2</p> <p>A second reason that... is that... Evidence a, b, c For example... (evidence a) Also... (evidence b) In addition (evidence c)</p>
Body Paragraph 3	<p>Reason 3</p> <p>The final reason that... is that... Evidence a, b, c For example... (evidence a) Also... (evidence b) In addition (evidence c)</p>
Conclusion	Acknowledge the sides, and restate or redefined the claim