

COMMUNITY UNIT SCHOOL DISTRICT 200

Argumentation High School - Grade 10, 11,12 Intermediate Level – One Semester Elective

1. Subject Expectation (State Goal 1) The student will read with understanding and fluency.

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend selections
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Critical Content	1.A.5a	<ul style="list-style-type: none"> a. identify and analyze new terminology, apply knowledge of word origins and derivations in a variety of practical settings <ul style="list-style-type: none"> • understand and apply debate and logical reasoning terminology <ul style="list-style-type: none"> - affirmative and negative positions - significance, inherency, rebuttal, refutation - legal terminology - formal reasoning terminology: inductive, deductive, analogy, sign, etc.
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	1.A.5b	<ul style="list-style-type: none"> b. analyze the meaning of abstract concepts and the effects of particular word and phrase choices <ul style="list-style-type: none"> • examine connotation/denotation in terms of persuasive effectiveness • examine diction with respect to emotional/logical appeals • examine word choice with respect to persuasive impact
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Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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Critical Content	1.B.5a	<ul style="list-style-type: none"> a. relate reading to prior knowledge and experience and make connections to related information <ul style="list-style-type: none"> • read a variety of sources to support a persuasive position • relate readings to self and audience to make effective, persuasive connections
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	1.B.5c	<ul style="list-style-type: none"> b. evaluate a variety of compositions for purpose, structure, content, and details for use in school or at work <ul style="list-style-type: none"> • evaluate supporting research materials, articles, and essays for effectiveness in supporting argument and

position

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- choose main ideas, sub-points, and essential quotes out of reading materials to reflect author's view
- evaluate essays and articles for author's bias, hidden agenda, and editorial position

Essential Learning 3 (Learning Standard C)

Comprehend a broad range of reading materials
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| Critical Content | 1.C.5a | a. use questions and predictions to guide reading across complex materials |
| | | <ul style="list-style-type: none">• apply pre-reading strategies to illicit meaning and understanding of structure, content, word choice, and bias in completing research necessary for supporting argument and position<ul style="list-style-type: none">- SQ3R- summarizing- vocabulary- brainstorming- inference |
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| | 1.C.5b | b. analyze and defend an interpretation of text |
| | | <ul style="list-style-type: none">• apply post-reading strategies to engage in meaningful discussion of a text<ul style="list-style-type: none">- class discussion- debate- summary- paraphrase- inference- comparison- prior knowledge connections |
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| | 1.C.5c | c. critically evaluate information from multiple sources |
| | | <ul style="list-style-type: none">• apply information from research to support a thesis or argument in a variety of formats:<ul style="list-style-type: none">- apply to whole class discussion topics including current events- relate to small group discussion topics of contemporary or historical significance- apply to legal positions; Supreme Court decisions/dissenting positions |
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| | 1.C.5d | d. summarize and make generalizations from content and relate them to the purpose of the material |
| | | <ul style="list-style-type: none">• read a variety of materials for research and apply to discussion and debate topics• recognize different types of strategy, support, and argument in writing used to support an author's position<ul style="list-style-type: none">- recognize key points of argument and support- infer author's intention through attention to specific parts of the text |
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| | 1.C.5e | e. evaluate how authors and illustrators use text and art across materials to express their ideas |

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 - analyze use of TV media, editorial cartoons and advertisements
 - persuasive appeals
 - propaganda
 - ethos/pathos/logos
 - tone
 - logical and emotional appeals
- 1.C.5f f. use tables, graphs and maps to challenge argument, defend conclusions and persuade others
 - apply statistics to argument to support or refute a position
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 - read research with attention to visual representation of necessary information

**2. Subject Expectation
(State Goal 3)**

The student will write to communicate for a variety of purposes.

**Essential Learning 1
(Learning Standard A)** **Use correct grammar, spelling, capitalization and structure**

- Critical Content 3.A.5 a. produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences
- correctly use MLA form, basic word-processing and computer programs (such as spell check and grammar check)
 - edit for a variety of elements of standard English including checking for correct grammar, spelling, punctuation, capitalization and structure

**Essential Learning 2
(Learning Standard B)** **Compose well-organized and coherent writing for specific purposes and audiences**

- Critical Content 3.B.5 a. using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence
- in preparation for speaking, use word processing and explore other types of technology (i.e. Power Point, the Internet, and importing graphics)
 - write speeches and positions for different audiences, purposes and foci
 - demonstrate various strong organizational patterns (i.e. block/point by point, chronological order, flashback) for the purpose of argumentation, discussion, and rebuttal
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- demonstrate various methods of support and elaboration in position papers and speeches (i.e.: denotation/connotation, multiple points of view, statistics, anecdotal)

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| Critical Content | 3.C.5a | a. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation <ul style="list-style-type: none"> • write for persuasive speeches and discussion |
| | 3.C.5b | b. write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, and petitions) <ul style="list-style-type: none"> • write speeches for Supreme Court and legal presentations/arguments |
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3. Subject Expectation (State Goal 4) The student will be able to listen and speak effectively in a variety of situations

Essential Learning 1 (Learning Standard A)	Listen effectively in formal and informal situations
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| Critical Content | 4.A.5a | a. use criteria to evaluate a variety of speakers’ verbal and nonverbal messages <ul style="list-style-type: none"> • assess speakers’ nonverbal body language for position, bias, sincerity, etc. |
| | * | <ul style="list-style-type: none"> • evaluate opponents’ positions in a variety of argumentation settings: discussion, debate, legal and court proceedings, etc. |
| | 4.A.5b | b. use techniques for analysis, synthesis, and evaluation of oral messages <ul style="list-style-type: none"> • identify and apply the basics of rhetoric and argument as presented in group and class discussion as well as in individual and team debate |
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| | * | <ul style="list-style-type: none"> • identify and evaluate logical and emotional persuasive components of individual speakers |

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical content | 4.b.5a | a. deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology <ul style="list-style-type: none"> • deliver an effective persuasive speech incorporating logical and emotional appeals • present effective and well-supported speeches in formal and informal debate situations, both one on |
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- one and in teams
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 - deliver impromptu speeches on topics chosen randomly
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 - deliver effective supreme court and mock trial speeches in given scenarios
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 - participate in Lincoln Douglas, parliamentary, and policy debates
- 4.B.5b
 - b. use speaking skills to participate in and lead group discussions
 - participate in small group discussions using knowledge of effective roles and techniques
 - present a coherent, well-supported position in discussion and respond effectively to opposing positions
 - provide effective and persuasive feedback to groups or individuals regarding argument and position

4. Subject Expectation (State Goal 5)

The student will use the language arts to acquire, assess and communicate information.

Essential Learning 1 (Learning Standard A)	Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas
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| Critical Content | 5.A.5a | a. develop a research plan using multiple forms of data <ul style="list-style-type: none"> • research complex topics using a variety of online and library resources • distinguish between kinds of data necessary to support a position in argument and rebuttal |
| | * | <ul style="list-style-type: none"> • organize information gained from a variety of research sources into a logical and persuasive position |

Essential Learning 2 (Learning Standard B)	Analyze and evaluate information acquired from various sources
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| Critical Content | 5.B.5a | a. evaluate the usefulness of information; synthesize information to support a thesis, and present information in a logical manner in oral and written forms <ul style="list-style-type: none"> • identify credible sources |
| | * | <ul style="list-style-type: none"> • distinguish between information and argument, fact and opinion in a variety of research examples • organize information gained from research into effective well-supported persuasive positions |
| | 5.B.5b | b. credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience <ul style="list-style-type: none"> • give credit in speaking situations to sources of materials |

**Essential Learning 3
(Learning Standard C)**

**Apply acquired information, concepts and ideas to
communicate in a variety of formats**

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| Critical Content | 5.C.5b | a. support and defend a thesis statement using various references including media and electronic resources |
| | | <ul style="list-style-type: none">• apply research skills to meet a minimum number of sources and source type requirements to every formal speaking assignment |
| | * | <ul style="list-style-type: none">• refer to various references to support opinion and position in formal and informal argumentation situations |