

COMMUNITY UNIT SCHOOL DISTRICT 200

Senior Rhetoric High School Grade 12 Elective Intermediate Level – One Semester

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

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend selections
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Critical Content	1.A.5a	Identify and analyze new terminology, apply knowledge of word origins and derivations in a variety of practical settings <ul style="list-style-type: none">• apply terminology to writing models and student writing<ul style="list-style-type: none">- Greek terms (logos/ethos/pathos)- prefix/suffix
	1.A.5b	Analyze the meaning of abstract concepts and the effects of particular word and phrase choices <ul style="list-style-type: none">• examine connotation/denotation• examine diction with respect to emotional/logical appeals
	*	<ul style="list-style-type: none">• examine word choice with respect to tone<ul style="list-style-type: none">- metaphor- symbolism

Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency.
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Critical Content	1.B.5a	Relate reading to prior knowledge and experience and make connections to related information <ul style="list-style-type: none">• read a variety of fiction/non-fiction works to explore topics and style• connect writing topics to personal experience<ul style="list-style-type: none">- research paper- persuasive/argumentation essay- narrative/epiphany essay
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- 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the text
- read to analyze style and genre
 - satire
 - metaphor/analogy
 - tone
 - narrative structure
 - persuasive appeals
 - literary criticism
- 1.B.5c Evaluate a variety of compositions for purpose, structure, content, and details for use in school or at work
- read model essays independently and as a class
 - persuasion
 - cause and effect
 - narrative
 - literary criticism/analysis
 - compare and contrast
 - definition
 - analogy
 - process analysis
 - film analysis
 - technical writing
- 1.B.5d Read age appropriate material with fluency and accuracy
- read model essays, newspapers, magazines, and fiction

Essential Learning 3 (Learning Standard C)	Comprehend a broad range of reading materials
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| Critical Content | <p>1.C.5a Use questions and predictions to guide reading across complex materials</p> <ul style="list-style-type: none"> • apply pre-reading strategies to illicit meaning and understanding of structure, content, word choice, and bias <ul style="list-style-type: none"> - SQ3R - KWL (Know, Want to know, Learned) - graphic organizers - brainstorming - guided questions <p>1.C.5b Analyze and defend an interpretation of text</p> <p>*</p> <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 - graphic organizers - debate - summary - paraphrase - inference - comparison - prior knowledge connections |
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- 1.C.5c Critically evaluate information from multiple sources
 - apply information from research based papers to support a thesis or argument
 - general paper topics
 - persuasive essay
 - literary criticism essay
- 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material
 - read a variety of materials for research and apply to writing topic
 - recognize different types of writing (persuasive, narrative, and expository)
 - analyze tables, graphs, diagrams and statistics
 - recognize key points of argument and support
 - infer author’s intention through attention to specific parts of the text
- 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas
 - * • analyze use of TV media, editorial cartoons and advertisements
 - persuasive appeals
 - propaganda
 - ethos/pathos/logos
 - rhythm
 - tone
 - logical and emotional appeals
- 1.C.5f
 - use tables, graphs and maps to challenge argument, defend conclusions and persuade others
 - read research with attention to visual representation of necessary information

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

The student will read and understand literature representative of various societies, eras, and ideas.

Essential Learning 1 (Learning Standard A)	Understand how literary elements and techniques are used to convey meaning
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| Critical Content | 2.A.5b | Evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece <ul style="list-style-type: none"> • evaluate various literary and structural devices as well as the effect of these devices on a literary work as it applies to the literary analysis/criticism essay and model works of fiction read as a class |
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Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
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Critical Content	2.B.5a	Analyze and express an interpretation of a literary work <ul style="list-style-type: none"> • apply reading skills of inference, deduction, and critical thinking to express reactions regarding literary criticism <ul style="list-style-type: none"> - whole-class reading of a novel, short story, or non-fiction prose - reading relevant literary criticism for a specific focus in relation to the work of literature
	2.B.5b	Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives <ul style="list-style-type: none"> • summarize, paraphrase, analyze, or synthesize knowledge acquired from various readings <ul style="list-style-type: none"> - model essays - newspaper and magazine articles
	*	<ul style="list-style-type: none"> • demonstrate knowledge gained in various forms to create or defend a thesis or point of argument <ul style="list-style-type: none"> - persuasive writing - literary criticism - reaction journals - narrative writing - discussion groups

3. 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	Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences. <ul style="list-style-type: none"> • 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
	*	<ul style="list-style-type: none"> • set writing goals and/or use a stance sheet (identifying audience, purpose, strategies, role) • target different audiences and practice with different purposes
	*	<ul style="list-style-type: none"> • revise after teacher editing • chart key grammatical errors

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

Critical Content	3.B.5	<p>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</p> <ul style="list-style-type: none"> • use word processing and explore other types of technology (i.e. Power Point, the Internet, and importing graphics) • write for different audiences, purposes and foci • demonstrate various strong organizational patterns (i.e. block/point by point, chronological order, flashback) • demonstrate various methods of support and elaboration (i.e.: denotation/connotation, multiple points of view, statistics, anecdotal) • use pre-writing strategies such as graphic organization, outlining, clustering or free-writing • explain and support organization and support methods in a final text (i.e. comments next to paragraphs, note to teacher)
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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	<p>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</p> <ul style="list-style-type: none"> • practice a variety of written forms including research paper, literary analysis/criticism, persuasion/argumentation, definition, comparison/contrast, cause-effect, process analysis/technical writing, narration/reminiscence, journal, film analysis, college essay, classification, personal reaction, analogy, and/or senior project/scrapbook • write with conciseness, proper word choice/vocabulary, voice, content and tone, adapting to different audiences, purposes and situations
	3.C.5b	<p>Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, and petitions).</p> <ul style="list-style-type: none"> • practice writing for different audiences; including college entrance essays, resumes, or business letters

4. Subject Expectation Listen and speak effectively in a variety of situations.
(State Goal 4)

Essential Learning 1 (Learning Standard A)		The student will listen effectively in formal and informal situations
Critical Content	4.A.5a	Use criteria to evaluate a variety of speakers' verbal and nonverbal messages <ul style="list-style-type: none"> • apply criteria for elements such as clarity, focus, organization, tone, and connotation in a variety of situations
	4.A.5b	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 of writing models, reading selections and student writings
	*	<ul style="list-style-type: none"> • identify rhetorical components through written feedback and oral response concerning items such as: <ul style="list-style-type: none"> - ethos/pathos/logos - exaggeration/understatement - satire/irony - sentimentality - propaganda - connotation - idiom - tone/mood - clarity

Essential Learning 2 (Learning Standard B)		Speak effectively using language appropriate to the situation and audience
Critical Content	4.B.5a	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"> • explain portions of papers as work in progress, including information on the following: <ul style="list-style-type: none"> - thesis - outline of argument - areas of strength - areas of weakness - valuable techniques in writing or research - articulation of subsequent steps

- 4.B.5b Use speaking skills to participate in and lead group discussions
- discuss reactions to writing models used to introduce writing styles and strategies
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- analyze the use of stylistic and technical elements of writing as a part of lessons to the whole class
 - provide feedback to groups or individuals regarding individual works through immediate oral response or written feedback Comments may include:
 - what was done well/poorly
 - what new questions now arise
 - what was learned

5. 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

- Critical Content 5.A.5a Develop a research plan using multiple forms of data
- define minimum research requirements
 - number of sources
 - various types of resources
 - primary/secondary sources

Essential Learning 2 (Learning Standard B) Analyze and evaluate information acquired from various sources

- Critical Content 5.B.5a Evaluate the usefulness of information; synthesize information to support a thesis, and present information in a logical manner in oral and written forms.
- identify credible sources
 - develop working thesis statement
 - make direct connection between research and thesis statement
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- document progress
 - progress reports
 - personal reaction on final draft of paper
 - peer editing groups
 - letter to teacher
- 5.B.5b Credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience
- follow MLA format for works cited and in-text documentation

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

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

- Critical Content 5.C.5b Support and defend a thesis statement using various references including media and electronic resources
- apply research skills to meet a minimum number of sources and source type requirements to any paper that requires research