**CURRICULUM MAP Reading 8 Grade 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 8: Integration of Knowledge and Ideas**  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  **Grade 11-12 Specific Literature Standard:**  (Not applicable to literature)  **Grade 11-12 Specific Informational Standard:**  Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). | **Informational Texts only:**  Students will be able to evaluate arguments.  Students will be able to evaluate effectiveness of rhetorical strategies. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does an individual’s power and voice arise from effective rhetorical argumentation and analysis? * How do authors use rhetoric and logic to communicate their arguments? * How is rhetoric used in historical and seminal texts? * What effect does the use of rhetoric have on how an audience perceives the information in historical and seminal texts? * How does the evaluation of the effectiveness of rhetorical strategies assist with persuading others of your own opinion? * How does a politician convince people to vote against their own self-interests? * How does an individual convince someone to do what you want them to do?   **Topical Questions:**  **Informational:**   * How does the message in one text compare to the message in a * culturally different text? * Explore and evaluate this argument in works of public advocacy. * What is the reasoning of this document? * What is it founded on? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * That logical fallacies can affect meaning. * That rhetorical strategies are used to convey an author’s meaning and purpose. * That authors can be biased even though the text is factual. | **Students will be able to. . .**   * Analyze how authors use rhetoric and logic to communicate their arguments. * Analyze how rhetoric used in historical and seminal texts to convey a particular meaning or tone. * Analyze how effective rhetorical strategies are used to convey meaning. * Identify and analyze the use of logical fallacies. * Determine an author’s biased based on textual evidence and tone. |
| **CONTENT:** | |
| Historical and Biographical articles on respective authors and texts  Literary Theory (Marxist, Historical Biographical, Feminist Theory, Post Colonialism, Reader Response Criticism)  Excerpts from Aristotle | |
| **VOCABULARY:** | |
| Rhetoric, argumentation, evaluate, Literary Theory, criticism, persuasive, implicit, explicit, logic, fallacy, reasoning, perspective | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biased influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Informational Performance Assessment:**   * Read a presidential address and examine the use of rhetoric employed to strengthen the argument (Pathos, Ethos, Logos) and then write a 5 paragraph essay explaining how the use of rhetoric makes the speech more persuasive.   **Other Assessments:**   * Outline the arguments presented in the most recent State of the Union address and evaluate the use of rhetorical techniques by the President   **Self-Assessment:**   * Students will write a reflection answering the following questions:   What did I learn? What don’t I understand yet? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Read over Aristotle’s *Art of Rhetoric* and define each of the three main forms of rhetoric * Identify the three main forms of rhetoric used in an excerpt, monologue, or in a persuasive speech | |
| **RESOURCES:** | |
| MLA handbook, *Everything’s and Argument* Andrea A. Lunsford and John J. Ruszkiewicz, Cicero, Aristotle, and Quintilian | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Media Player, Microsoft Power Point, You Tube (Keepvid.com) | |