

Course Overview	Really Big Ideas: Enduring understandings that cross multiple units:
	<p>Content:</p> <ol style="list-style-type: none"> 1) Students will understand how effective communication can help build community 2) Students will develop an understanding of civic responsibility by examining 6 imperatives for a strong, safe, and healthy community: racial equality, gender equality, religious tolerance, equity in education, alleviating poverty and preserving the environment. <p>Skill:</p> <ol style="list-style-type: none"> 1) Students will understand how to formulate a relevant, accurate, clear, and specific argument (in thought, speech, and writing) using the Toulmin model of Argumentation as a means for acquiring power, solving problems, and making sound decisions. 2) Students will understand that through the critical reading students can assess another work’s argument and in turn, strengthen their own arguments. 3) Students will understand the value of multiple forms of public speaking in leading a community (introduction, informative, narrative, persuasive, commemorative, impromptu) <p><u>YEAR LONG ESSENTIAL QUESTION:</u> Which of the following issues deserves our most immediate attention: inequity in education, poverty, gender inequality, racial inequality, or the harming of the environment?</p>

Unit Length	Unit of Study (including topics covered)	State Standards	Enduring Understandings	Product/ Assessment
2 weeks	Introduction to Communication Introduction to Toulmin writing process Introduction to acquiring power through communication (through exploration of free speech rights of students in schools)	Research (P-2) 2.3 Generate relevant questions about readings on issues that can be researched. 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to	Skill: Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.	Performance of “I am” statements Toulmin paragraph: “Are school dress codes beneficial for students?”

		<p>demonstrate comprehension.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p><i>Toulmin Writing Assignment</i> (P-1) Write persuasive compositions:</p> <ol style="list-style-type: none"> Structure ideas and arguments in a sustained and logical fashion. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Address readers' concerns, counterclaims, biases, and expectations 		
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Unit Length	Unit of Study (including topics covered)	State Standards	Enduring Understandings	Product/ Assessment
6 weeks	Equity in Education	<p><i>Research and Socratic Seminar</i> (P-2)</p> <p>2.3 <i>Generate relevant questions about readings on issues that can be researched.</i></p> <p>2.4 <i>Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</i></p>	<p>Content: Students will understand that inequities in our nation's education system limit freedom and opportunities for our nation's students, and thus ultimately are destructive to our nation's future.</p> <p>Skill: Students will understand how an effective introduction (using strong</p>	<p>Toulmin writing assignment: Who is most responsible for the inequities in our nation's education's system: parents, teachers, or the government?</p> <p>Speech of Introduction: Who are you and what is your future?</p>

		<p><i>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i></p> <p>Toulmin Writing Assignment (P-1) <i>2.4 Write persuasive compositions:</i> <i>a. Structure ideas and arguments in a sustained and logical fashion.</i> <i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i> <i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i> <i>d. Address readers' concerns, counterclaims, biases, and expectations.</i></p> <p>Speech Writing/Performance (Speech of introduction does not correlate to ELA standards)</p> <p>Grammar (P-2) Parts of Speech, Subject/Verb Agreement/Tenses</p>	<p>volume and eye contact, as well as sharing personal information) helps in developing strong relationships.</p> <p>Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.</p>	
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5 weeks	Alleviating Poverty	<p>Research and Socratic Seminar (P-2) <i>2.3 Generate relevant questions about readings on issues that can be</i></p>	<p>Content: Students will understand that poverty is the result of individual</p>	<p>Toulmin Paragraph (2 pieces of evidence) Is a life in poverty the responsibility of the</p>

		<p><i>researched.</i></p> <p><i>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</i></p> <p><i>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i></p> <p><i>Toulmin Writing Assignment (P-1)</i></p> <p><i>2.4 Write persuasive compositions:</i></p> <p><i>a. Structure ideas and arguments in a sustained and logical fashion.</i></p> <p><i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i></p> <p><i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i></p> <p><i>Speech Writing/Performance (P-1)</i></p> <p>2.1 Deliver narrative presentations</p> <p>a. Narrate a sequence of events and communicate their significance to the audience.</p> <p>b. Locate scenes and incidents in specific places.</p> <p>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</p> <p>d. Pace the presentation of actions to</p>	<p>responsibility and outside forces.</p> <p>Students will understand that poverty limits individual freedoms and opportunities.</p> <p>Skill:</p> <p>Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.</p> <p>Students will understand how a narrative (told in linear form, rather than free form) helps to engage an audience</p>	<p>individual or the result of outside factors?</p> <p>What is the strongest cause of poverty?</p> <p>Narrative Speech: Tell the story of a person falling into poverty.</p>
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		accommodate time or mood changes. Grammar (P-2) Pronouns, apostrophes, contractions		
<i>Unit Length</i>	<i>Unit of Study (including topics covered)</i>	<i>State Standards</i>	<i>Enduring Understandings</i>	<i>Product/ Assessment</i>
5 weeks	Gender Equality	<p>Research and Socratic Seminar (P-2) <i>2.3 Generate relevant questions about readings on issues that can be researched.</i> <i>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</i> <i>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i></p> <p>Toulmin Writing Assignment <i>2.4 Write persuasive compositions: (P-1)</i> <i>a. Structure ideas and arguments in a sustained and logical fashion.</i> <i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i> <i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i> <i>d. Address readers' concerns, counterclaims, biases, and expectations.</i></p> <p>Speech Writing/Performance (P-2) 2.6 Deliver descriptive presentations:</p>	<p>Content: Students will understand how gender stereotypes are reinforced in the media, limiting the scope of gender identity within society</p> <p>Skill: Students will understand how an informative PowerPoint presentation (with effective eye contact, tone, volume, pacing, and posture) is important in helping a community understand pressing issues in society.</p> <p>Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.</p>	<p>Toulmin Writing Assignment: 4 paragraph essay: How does the media impact gender roles in American society?</p> <p>Informative Speech: How does the media impact gender roles in society (with PowerPoint visual)</p>

		<p>a. Establish clearly the speaker's point of view on the subject of the presentation.</p> <p>b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).</p> <p>c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.</p> <p>Grammar (P-2) Parallelism, Redundancy</p>		
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5 weeks	Racial Equality	<p>Research and Socratic Seminar (P-2)</p> <p><i>2.3 Generate relevant questions about readings on issues that can be researched.</i></p> <p><i>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</i></p> <p><i>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i></p> <p>Toulmin Writing Assignment</p> <p><i>2.4 Write persuasive compositions: (P-1)</i></p> <p><i>a. Structure ideas and arguments in a sustained and logical fashion.</i></p> <p><i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal</i></p>	<p>Content:</p> <p>Students will know the core meaning behind MLK’s I have a dream speech and be able to use it as criteria to measure the extent of racial equality in education, criminal justice and housing.</p> <p>Skill:</p> <p>Students will understand how a persuasive speech (with effective eye contact, tone, volume, pacing, and posture) can lead a community into action.</p> <p>Students will understand how a powerpoint presentation can increase audience engagement of a persuasive speech performance.</p>	<p>Toulmin Writing Assignment: 5 paragraph essay: To what extent is MLK’s dream a reality today?</p> <p>Persuasive Speech: What is an issue that deserves our immediate attention? Why does it deserve our immediate attention? How can we as citizens take action? (powerpoint presentation or spoken word performance)</p>

		<p><i>anecdote, case study, or analogy).</i> <i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i> <i>d. Address readers' concerns, counterclaims, biases, and expectations.</i></p> <p>Speech Writing/Performance (P-1) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <p>a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.</p> <p>Grammar (P-2) Passive/Active Voice</p>	<p>Students will know how a spoken word performance can increase audience engagement of a persuasive speech performance</p> <p>Students will be able to practice data literacy and identify relevant data as evidence.</p> <p>Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.</p>	
Unit Length	Unit of Study (including topics covered)	State Standards	Enduring Understandings	Product/ Assessment
5 weeks	Religious Tolerance	<p>Research and Socratic Seminar (P-2) <i>2.3 Generate relevant questions about readings on issues that can be researched.</i></p>	<p>Content: Students will understand how first amendment law dictates the scope of our religious freedom within public</p>	<p>Toulmin Writing Assignment: 7 paragraph essay: Should religious groups and activities be allowed in</p>

		<p>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>Toulmin Writing Assignment</p> <p>2.4 Write persuasive compositions (P-1)</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>Speech Writing/Performance (P-1) Commemorate Speech (Does not correlate to ELA standards)</p>	<p>schools.</p> <p>Skill:</p> <p>Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.</p> <p>Students will understand how an effective commemorative speech (with effective eye contact, tone, volume, pacing, and posture) publically recognizes the positive efforts of community members and inspires them to continue these efforts.</p>	<p>public schools? (rebuttal/reply)</p> <p>Commemorative Speech: Commemorate the efforts of one public figure who has worked to promote religious tolerance/.</p>
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5 weeks	Preserving the Environment	<p>Research and Socratic Seminar (P-2)</p> <p>2.3 Generate relevant questions about readings on issues that can be</p>	<p>Content:</p> <p>Students will understand the risks and benefits of government</p>	<p>Toulmin Writing Assignment: 7 paragraph essay:Should the government</p>

		<p><i>researched.</i></p> <p><i>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</i></p> <p><i>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i></p> <p>Toulmin Writing Assignment</p> <p><i>2.4 Write persuasive compositions (P-1)</i></p> <p><i>a. Structure ideas and arguments in a sustained and logical fashion.</i></p> <p><i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i></p> <p><i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i></p> <p><i>d. Address readers' concerns, counterclaims, biases, and expectations.</i></p> <p>Speech Writing/Performance (P-1) Impromptu Speech (Does not correlate to ELA standards)</p> <p>Grammar (P-2) Colons/Semi-colons</p>	<p>mandated energy conservation</p> <p>Skill:</p> <p>Students will understand how to construct a compelling argument (using the components of Toulmin) can help them to acquire academic power.</p> <p>Students will understand how an effective impromptu speech (with effective eye contact, tone, volume, pacing, and posture) increases leadership credibility.</p>	<p>mandate energy conservation? (rebuttal/reply)</p> <p>Impromptu Speech: Respond to questions in your area of expertise (see unit plan)</p>
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