

Course Title – Vocabulary Enrichment

Implement start year – 2014-2015

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Unit #3, topic – Diction and Rhetoric

Students will be independently able to identify rhetoric and read and listen critically

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Words can have denotative, connotative, and figurative meanings.</p> <p><i>EU 2</i> The ability to accurately evaluate rhetoric, especially rhetorical appeals, promotes deeper meaning and insight.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does diction generate multiple figurative and connotative meanings in text? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the speaker persuade the listener in a speech?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the difference between the denotative and the connotative meanings of words. • several figurative devices such as metaphor, simile, personification, and allusion • the impact of word choice on tone. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the relationships between the subject, the speaker, and the audience • the rhetorical appeals of logos, ethos, and pathos • the characteristics of scholarly and credible evidence for a speech to determine a speaker's bias, spin, or slant 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • determine the difference between denotation and connotation • analyze the impact of newly acquired words in context on meaning and tone • recall the character and use of figurative devices such as metaphor, simile, personification, and allusion <p><i>EU2</i></p> <ul style="list-style-type: none"> • determine the patterns of ethos, logos, and pathos. • detect an imbalance in the three elements in a text. • ascertain patterns of bias by linking the connotations of particular words in a text. • recognize convincing evidence (logos) in a spoken text • evaluate the credibility of a speaker(ethos) based on a positive or negative bias, spin, or slant.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- assessment of student work through teacher conferences
- quiz on terms: denotation and connotation
- quiz on figurative devices
- reading comprehension exercises and quizzes

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teacher lectures on denotation and connotation (A)
- Teacher provides and reviews a list of tone words (A)
- Students research the Aristotle's rhetorical triangle in the media center and report findings to the class (A)
- Teacher provides definitions and examples of metaphor, simile, personification, allusion (A)
- Students identify the above figures of speech in the context of a reading passage (M)
- Teacher provides a text for students to read and apply suitable tone terms (M)
- Student groups will select several speeches from americanrhetoric.com and complete the following: (A)
 - recognize an overuse of pathos in a speech (T)
 - recognize a speech that overemphasizes evidence (logos) (T)
 - determine when a speaker exaggerates his credentials and expertise (ethos) (T)