

Matz
 CP Eng. IV + AP Literature + Composition
 Unit: Medieval Literature

3. Student Learning Map

Topic: Medieval Literature
 Subjects: English Language Arts

Key Learning: The literature of the Medieval period is analyzed and evaluated within the milieu of history, authors' biographies, literary form and critical analysis.

Unit Essential Question(s): How do I recognize the history, authors' lives, literary elements and critical analysis contribute to the understanding and appreciation of Medieval literature?

Concept: Historical Background	Concept: Biographical Connections	Concept: Literary Form
1.1.11.C, 1.1.11.E, 1.1.11.F, 1.1.11.G, 1.1.11.H, 1.2.11.A, 1.2.11.C, 1.7.11.A, 1.7.11.C	1.1.11.D, 1.1.11.E, 1.1.11.F, 1.1.11.G, 1.1.11.H, 1.2.11.A, 1.6.11.A, 1.6.11.D	1.1.11.D, 1.1.11.F, 1.1.11.F, 1.1.11.G, 1.1.11.H, 1.2.11.A, 1.2.11.A, 1.2.11.B, 1.2.11.C, 1.3.11.D, 1.2.11.E, 1.5.11.A, 1.6.11.D, 1.7.11.B

Lesson Essential Question(s):	Lesson Essential Question(s):	Lesson Essential Question(s):
How does the history of the Medieval period impact the development of English literature? (A)	How do the authors' lives influence their works? (A)	What can I learn from analyzing the literary elements and forms of Medieval literature? (A)

Vocabulary:	Vocabulary:	Vocabulary:
Norman Conquest, Feudalism, Code of Chivalry, Holy Grail, Crusades, Hundred Years War, War of Roses, Arthurian Legend, Courtly Love, Magna Carta, Primogeniture	Creative Process, Muse	Ballads, Realism Humor, Medieval Romance, Miracle Plays, Mystery Plays, Morality Plays, Allegory

Concept: Critical Analysis	Concept:	Concept:
1.1.11.A, 1.1.11.E, 1.1.11.F, 1.1.11.G, 1.1.11.H, 1.2.11.C, 1.2.11.C, 1.2.11.B, 1.2.11.C, 1.3.11.D, 1.3.11.F, 1.5.11.A, 1.6.11.D		

Lesson Essential Question(s):	Lesson Essential Question(s):	Lesson Essential Question(s):
Why is it important for me to analyze Medieval literature? (A)		

Vocabulary:	Vocabulary:	Vocabulary:
Criticism, Analysis, Synthesis, Evaluation, Critical Approaches		

Additional Information: Please plan to incorporate information within the writing and research units within this unit!

Resources:

Topic: Drama

Subject Area(s): English Language Arts

Key Learning: While drama shares common elements with other types of literature, because it is designed to be performed, drama has its own unique conventions. An understanding of the elements of drama can help one visualize the staging of the performance.

Unit Essential Question(s): What is unique about drama that sets it apart from other forms of literature?

Concept: Conventions of Drama 1.7.11.C; 1.7.1.B; 1.7.11.A	Concept: Analyzing Drama 1.1.11.H; 1.1.11.G; 1.1.11.B	Concept: Critiquing a Drama
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Lesson Essential Question(s): How do playwrights use the conventions of drama to help a reader visualize and hear the performance? (A) How does drama share elements of fiction and yet have its own unique characteristics? (A) What makes dialogue the lifeblood of drama? (ET)	Lesson Essential Question(s): What strategies do readers use to enhance comprehension of drama? (A) How does analyzing the playwright's purpose contribute to the understanding of a drama? (A) How does drama uniquely reflect universal themes found in other genre and in life? (ET) What strategies can be used to develop a character analysis? (A)	Lesson Essential Question(s): How does one write a literary criticism to analyze the effectiveness of the ideas and conventions found in a drama? (A) How do writers use the writing process to develop a well-organized and supported critique? (A)
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Vocabulary: Stage Directions, Dialogue, Monologue, Soliloquy, Aside, Tone, Characterization, Internal Conflict, External Conflict, Climax	Vocabulary: Visualize, Universal Theme, Antagonist, Protagonist, Foil, Character Traits,	Vocabulary: Critique, Summary, Opinion, Supporting Details, Recommendation
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Concept: Production	Concept:	Concept:
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Lesson Essential Question(s): How are clear stage directions written when adapting a scene from a short story into a screenplay? (A)	Lesson Essential Question(s):	Lesson Essential Question(s):
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Vocabulary: Procedures, Text Features, Graphics, Font	Vocabulary:	Vocabulary:
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Additional Information:
Attached Document(s):

Matz

Course: CP Engl. IV + AP Literature + Composition

Topic: Examining Our Cultural Perspectives (II)

Subject Area(s): English Language Arts

Key Learning: Literature is a primary means of conveying culture.

Unit Essential Question(s): How do historical, scientific, and socio-political developments influence literature of the period?

<p>Concept: Restoration</p> <p>LA.D.2.4.2, LA.D.1.4.1, LA.D.1.4.3, LA.D.2.4.1, LA.E.1.4.2, LA.E.1.4.5, LA.E.2.4.1, LA.E.2.4.2, LA.E. 2.4.3, LA.E.2.4.4, LA.E.2.4.6, LA.E.2.4.7, LA.E.2.4.8</p>	<p>Concept: Romanticism</p> <p>LA.D.2.4.2, LA.D.1.4.1, LA.D.1.4.3, LA.D.2.4.1, LA.E.1.4.2, LA.E.1.4.5, LA.E.2.4.1, LA.E.2.4.2, LA.E. 2.4.3, LA.E.2.4.4, LA.E.2.4.6, LA.E.2.4.7, LA.E.2.4.8</p>	<p>Concept: Victorian</p> <p>LA.D.2.4.2, LA.D.1.4.1, LA.D.1.4.3, LA.D.2.4.1, LA.E.1.4.2, LA.E.1.4.5, LA.E.2.4.1, LA.E.2.4.2, LA.E. 2.4.3, LA.E.2.4.4, LA.E.2.4.6, LA.E.2.4.7, LA.E.2.4.8</p>
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<p>Lesson Essential Question(s): Why did satire play such a major role in this period? (A)</p> <p>How did the growth of literacy affect writers? (A)</p> <p>How did technological advances contribute to the literary climate? (ET)</p>	<p>Lesson Essential Question(s): How did technological advances contribute to the literary climate? (A)</p> <p>Why do certain images predominate the poetry of the period? (A)</p> <p>Why was there a shift from Neoclassical thinking to Romantic thinking? (A)</p>	<p>Lesson Essential Question(s): Why do certain images predominate the poetry of the period? (A)</p> <p>What literary forms begin to emerge in this period and why? (A)</p> <p>How do we account for the shift from Romanticism to Victorian thinking? (A)</p> <p>How did the growth of literacy affect writers? (ET)</p> <p>Why is the role of women in Victorian society important, and how has it changed since that time? (ET)</p>
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<p>Vocabulary: satire, irony, parody, understatement, figurative language</p>	<p>Vocabulary: personification, simile, heroic couplet, oxymoron, voice, symbolism, imagery, ode, conceit, neoclassical</p>	<p>Vocabulary: novel, colonialism, imperialism</p>
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Topic: Examining Our Cultural Perspectives (II)

Days: 60

Subject Area(s): English Language Arts

Grade(s): 12

<p>Concept: Author's Craft Comparisons</p>	<p>Concept:</p>	<p>Concept:</p>
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<p>Lesson Essential Question(s): How do certain scientific developments contribute to the shifts in thinking? (A)</p> <p>Why is the role of women in Victorian society important, and how has it changed since that time? (A)</p> <p>How does Vigee-Lebrun compare to Burney? (A)</p> <p>How does the poetry of Blake compare to the haiku of Basho or Issa? How does Heine compare to Shelley? (A)</p> <p>How does de la Fontaine compare to Pope? Voltaire to Swift? (A)</p> <p>How does Tolstoy compare to Kipling? Tagore to Housman? (A)</p>	<p>Lesson Essential Question(s):</p>	<p>Lesson Essential Question(s):</p>
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<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
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Additional Information:

- Focus - satire, nonfiction, romanticism, form and meaning in poetry, growth and development in fiction
- Author Study - Swift, Wordsworth

Attached Document(s):

Matz
 CP Engl. N + AP Literature + Composition
 Unit: Managing Fiction

Topic: Managing Fiction
 Subject(s): English Language Arts
 Key Learning:

Fiction is not true, yet it reveals truths.

Unit Essential Question(s):

How does the author reveal truth in fiction? How does one's experiences affect his understanding of fiction?

Concept: Novel	Concept: Drama	Concept: Short Story
LAF.1.4.4 LAA.1.4.3 LAA.2.4.4 LAD.2.4.2 LAF.1.4.2 LAF.1.4.5 LAE.2.4.1 LAE.2.4.2 LAE.2.4.4 LAE.4.8 LAF.2.4.7 LAF.2.4.8	LAF.1.4.4 LAF.2.4.3 LAF.2.4.4 LAD.2.4.2 LAF.1.4.2 LAE.1.4.5 LAE.2.4.1 LAE.2.4.7 LAE.2.4.4 LAE.1.4.5 LAF.2.4.7 LAE.2.4.8	LAF.1.4.4 LAA.2.4.7 LAA.2.4.4 LAD.2.4.2 LAE.1.4.2 LAE.1.4.5 LAE.2.4.1 LAE.2.4.7 LAE.2.4.4 LAE.2.4.6 LAE.2.4.7 LAE.2.4.8
Lesson Essential Question(s): How do we derive essential truths from fiction? (ET) How can we force a work to reveal the author's purpose? (ET) Why is it important to reveal the author's purpose? Does every work of fiction have one? How do we know? (ET) How can the author's use of language (diction) create different effects for the reader? (A)	Lesson Essential Question(s): How does the structure of a play bring a unique perspective to a story? (A) How does the structure of a play bring a unique perspective to a story? (ET) How does a playwright create characters, setting, and conflict like a writer of prose would? (A) How do the components of drama compare to/differ from those in prose fiction? Why does drama have to use different tools? (A)	Lesson Essential Question(s): How does the art of drama evolve over time? (ET) How does the development of a short story differ from that of a novel? (ET) Does a short story have the same effect on a reader as a novel would? Why? Why not? (ET) How does one develop a short story? (ET) Is any component of fiction (character, plot, etc.) any more important than the other? Should it be? (ET)
Vocabulary: exposition, foreshadowing, conflict, climax, symbolism, protagonist, antagonist, irony, metaphor, paradox, resolution/denouement, imagery	Vocabulary: dramatic irony, protagonist, antagonist, stage direction, dialogue, soliloquy, monologue, aside, scene, act, proscenium arch, tragedy, comedy	Vocabulary: exposition, foreshadowing, conflict, climax, symbolism, protagonist, antagonist, irony, metaphor, paradox, resolution/denouement, imagery

Matz
 AP Literature + Composition
 Unit: Modern Literature

3. Student Learning Map

Topic: Modern Literature
 Subject: English Language Arts

Key Learning: The literature of the Modern Age is analyzed and evaluated within the milieu of history, authors' biographies, literary form and critical analysis.

Unit Essential Question(s):

How do I recognize the history, authors' lives, literary elements and critical analysis contribute to the understanding and appreciation of Modern literature?

Concept: Historical Background	Concept: Biographical Connections	Concept: Literary Form
1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.6.11.A 1.6.11.D 1.7.11.A 1.7.11.C	1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.6.11.A 1.6.11.D	1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.6.11.A 1.6.11.D 1.6.11.C 1.6.11.D 1.6.11.F 1.6.11.A 1.6.11.C 1.7.11.B
Lesson Essential Question(s): How does the history of the Modern Age impact the development of English literature? (A)	Lesson Essential Question(s): How do the authors' lives influence their works? (A)	Lesson Essential Question(s): What can I learn from analyzing the literary elements and forms of Modern literature? (A)
Vocabulary: World War I, World War II	Vocabulary: Creative Process, Muse	Vocabulary: Realism, Existentialism, Surrealism, Stream of Consciousness, Villanelle
Concept: Critical Analysis	Concept:	Concept:
1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.6.11.A 1.6.11.D 1.6.11.C 1.6.11.D 1.6.11.F 1.6.11.A 1.6.11.D		
Lesson Essential Question(s): Why is it important for me to analyze Modern literature? (A)	Lesson Essential Question(s):	Lesson Essential Question(s):
Vocabulary: Criticism, Analysis, Synthesis, Evaluation, Critical Approaches	Vocabulary:	Vocabulary:

Additional Information:
 Please plan to incorporate information within the writing and research units within this unit!

Resources:

Vocabulary Report

- World War I -
- Criticism -
- Creative Process -
- Realism -
- Existentialism -
- Muse -

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 Unit: Persuasive Writing

Topic: Persuasive Writing

Subject(s):

Key Learning:

Writers use their understanding of the writing process, the elements of persuasion, and their ability to analyze persuasive techniques when creating persuasive writing.

Unit Essential Questions:

How do I create an effective piece of persuasive writing?

Concept: Elements of Persuasion	Concept: Writing Process	Concept: Analyzing Persuasion
Lesson Essential Question(s):	Lesson Essential Question(s):	Lesson Essential Question(s):
How do I write a clear position statement? (A)	How do I effectively support my position statement? (ET)	How can appealing to my audience's ethics, logic, and emotion help me more effectively persuade? (A)
How do I effectively support my position statement? (ET)	How does using the writing process help me create a successful piece? (ET)	How can I evaluate the effectiveness of the author's position? (A)
Why is accommodating audiences important? (A)	How does peer reviewing help me revise and edit my work? (A)	How can I evaluate the effectiveness of the author's position? (ET)
How can appealing to my audience's ethics, logic, and emotion help me more effectively persuade? (A)	Why is accommodating audiences important? (ET)	How do I differentiate between persuasion and propaganda? (A)
	How does peer reviewing help me revise and edit my work? (ET)	How can appealing to my audience's ethics, logic, and emotion help me more effectively persuade? (ET)
	(A)	How do I differentiate between persuasion and propaganda? (ET)
		How does using the writing process help me create a successful piece? (A)
		How do I identify bias in a persuasive piece? (A)
		How do I identify bias in a persuasive piece? (ET)
Vocabulary:	Vocabulary:	Vocabulary:
Purpose, Audience, Rhetoric, Support, Thesis, Topic Sentence, Transitions, Introduction, Body, Conclusion	Process Writing, Pre-Writing, Drafting, Editing, Revising, Publishing, Conferencing, Peer Reviewing	Point of View, Propaganda, Bias, Ethos, Pathos, Logos, Logical Fallacy, Bandwagon, Slippery Slope, Red Herring, Begging the Question, False Analogy

Additional Information:
 Outline Peer Evaluation Graphic Organizations

Resources:

Vocabulary Report

Purpose -

Process Writing -

Point of View -

Propaganda -

Pre-Writing -

Audience -

Topic: Research Process & Scholarly Writing

Key Learning: A multi-genre project combines reading, research, and imagination to respond to, interpret, and appreciate text. It is important that preparation for writing includes an examination of the facts and a thoughtful effort in producing the written work.

Unit Essential Question(s): How does a writer explore and research a topic and then write about it in a reflective way?

<p>Concept: Analyzing Literature</p> <p>1.5.11.F; 1.5.11.E; 1.5.11.D; 1.5.11.C; 1.5.11.B; 1.5.11.A; 1.4.11.B; 1.3.11.F; 1.3.11.A; 1.2.11.A; 1.2.11.B; 1.2.11.C; 1.1.11.A; 1.1.11.B; 1.1.11.G; 1.1.11.H; R11.B. 2.1.2; R11.B.2.1.1; R11.B.1.2.1; R11.B.1.1.1; R11.A.1.5.1; R11.A.1.1.1; 1.8.11.A; 1.8.11.B; 1.8.11.C; 1.6.11.E; 1.5.11.G</p>	<p>Concept: Gathering Background Information</p> <p>1.5.11.A; 1.5.11.B; 1.5.11.C; 1.5.11.D; 1.5.11.E; 1.5.11.F; 1.5.11.G; 1.4.11.B; R11.B. 3.3.3; R11.B.3.3.2; R11.B.3.3.1; R11.B.3.2.2; R11.B.3.2.1; R11.B.3.1.1; R11.B.2.2.2; R11.B. 2.2.1; R11.B.2.1.2; R11.B.2.1.1; R11.B.1.2.1; R11.B.1.1.1; R.11.A.2.3.2; R11.A.2.3.1; R11.A. 2.1.2; R11.A.2.1.1; R11.A.1.5.1; R11.A.1.2.2; R11.A.1.2.1; R11.A.1.1.2; R11.A.1.1.1; 1.8.11.A; 1.8.11.B; 1.8.11.C; 1.6.11.A; 1.6.11.F</p>	<p>Concept: Developing the Project</p> <p>1.4.11.A; 1.4.11.B; 1.4.11.C; 1.5.11.A; 1.5.11.B; 1.5.11.C; 1.5.11.D; 1.5.11.E; 1.5.11.F; 1.5.11.G; 1.6.11.F</p>
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<p>Lesson Essential Question(s): How can an evaluation of themes or topics by different authors contribute to the development of a scholarly paper on a selected topic of interest? (A)</p> <p>How are discussion groups used to listen to, read and discuss conceptually challenging text? (A)</p> <p>How will inference, paraphrasing and summarizing be used to develop an assigned work that is both informational and reflective? (A)</p> <p>What criteria can readers use to select literature for an intense analysis? (A)</p> <p>How are literary elements, including symbolism, used to compare and contrast different selections? (ET)</p> <p>How does a reader use literary elements to develop a critical analysis of a literary work? (A)</p>	<p>Lesson Essential Question(s): How does one use notes from discussions and journal responses to generate ideas for a multi-genre project? (A)</p> <p>How is a research paper developed and submitted that involves meeting deadlines, finding sources, organizing information, and proving a thesis? (A)</p> <p>How does a writer select a topic of interest and use research tools to explore that topic? (A)</p> <p>How can the selection of a text structure refine the study of a selected topic? (A)</p> <p>How is information synthesized and organized from multiple sources to draw conclusions? (A)</p> <p>How does one ethically and legally use materials from print and digital sources? (A)</p>	<p>Lesson Essential Question(s): How is a coherent organization created to maintain focus and connect the separate writing pieces in a multi-genre response? (A)</p> <p>How are narrative techniques used to write in a variety of forms to present different perspectives on a topic? (A)</p> <p>How can media and technology be used to enhance the presentation of the multi-media project? (A)</p> <p>How does a presenter use visual aids and oral communication skills to deliver a formal presentation on the multi-genre project? (A)</p>
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<p>Vocabulary: Multi-genre Response, Critical Perspectives, Criteria, Historical, Social, Archetypical, Critical Analysis</p>	<p>Vocabulary: Project Proposal, Citation, Acknowledgement, Plagiarism, Structure Clues, Notecards, Outline, Paraphrasing, Central Idea, Bibliography Cards, Works Cited, Reference Works, Online Databases, Websites</p>	<p>Vocabulary: Coherent Organization, Visual Aids, Eye Contact, Gestures, Personality, Clarity, Volume</p>
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Matz

Course: CP Engl. IV ~ AP Literature & Composition

Topic: Managing Informational Sources

Subject Area(s): English Language Arts

Key Learning: Locating information and analyzing its validity is essential for effective learning.

Unit Essential Question(s): What tools can we use to find valid information? What determines validity? How do we know if a source is reliable?

Concept: Electronic L.A.B.2.4.2, L.A.E.2.4.7, L.A.A.2.4.6, L.A.A.2.4.7, L.A.A.2.4.8, L.A.B.2.4.4, L.A.D.2.4.4	Concept: Multimedia L.A.B.2.4.2, L.A.E.2.4.7, L.A.A.2.4.6, L.A.A.2.4.7, L.A.A.2.4.8, L.A.B.2.4.4, L.A.D.2.4.4	Concept: Print L.A.B.2.4.2, L.A.E.2.4.7, L.A.A.2.4.6, L.A.A.2.4.7, L.A.A.2.4.8, L.A.B.2.4.4
Lesson Essential Question(s): How do we determine whether an electronic or Internet source is reliable? (ET) How do we use the Internet to find reliable information? (ET) How do we use database materials? (A) How do we differentiate and use primary and secondary sources? (A)	Lesson Essential Question(s): How can we use a variety of tools to communicate clearly? (A) How can we synthesize information from a variety of sources to draw valid conclusions? (A) How can we use a variety of tools to communicate clearly? (ET) How can we synthesize information from a variety of sources to draw valid conclusions? (ET)	Lesson Essential Question(s): How can multimedia and technology enhance presentations? (ET) What are some techniques for distorting the truth? (ET) How do we distinguish fact from opinion? (ET) How do we recognize bias? (ET) How do we locate print resources? (ET) How do we determine what is a primary source? (ET)
Vocabulary: e-mail, website, query, credibility, primary source, secondary source, database, scholarly journals, peer review, desktop publishing	Vocabulary: documentary, jargon, factual, fictional, propaganda, rhetoric, film, morphing, emotional appeals, logical fallacies	Vocabulary: logical fallacies, bias, propaganda, plagiarism, editorial, satire

Matz

Course: CP Engl. IV + AP Literature + Composition

Topic: Language Conventions

Subject Area(s): English Language Arts

Days: 180

Grade(s): 12

Key Learning: The student will have a knowledge of grammar, punctuation, and other language conventions.

Unit Essential Question(s): How can a knowledge of grammar, punctuation, and other language conventions improve reading and writing skills?

<p>Concept: August and September Spelling, Capitalization, and Punctuation <u>LA.1112.3.4.2, LA.1112.3.4.1, LA.1112.3.4.4</u></p>	<p>Concept: October and November Grammar and Usage <u>LA.1112.3.4.3</u></p>	<p>Concept: January and February Building Sentence Variety <u>LA.1112.3.4.5</u></p>
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<p>Lesson Essential Question(s): How can a knowledge and understanding of Greek/Latin, Anglo-Saxon root words improve my spelling? (A)</p> <p>How can a knowledge and understanding of the rules of spelling and punctuation improve reading, fluency and comprehension? (A)</p> <p>How can punctuation be manipulated to create meaning? (ET)</p> <p>How do I properly capitalize academic courses and proper adjectives? (A)</p> <p>How do we edit our writing for correct usage of commas, colons, and semicolons? (ET)</p> <p>When are dashes, parentheses, ellipses, and brackets found in one's writing? (ET)</p>	<p>Lesson Essential Question(s): How can a knowledge and understanding of standard grammar rules and conventions be used to improve reading and writing? (ET)</p> <p>What are the standard grammar rules and conventions? (A)</p> <p>How do writers demonstrate agreement within noun/pronoun, subject/verb, and pronoun/antecedent? (A)</p> <p>How can I identify correct modifier placement? (A)</p> <p>What are the most effective ways to use comparative and superlative adjectives and adverbs? (A)</p> <p>How do I prevent an unintended shift in person or tense? (ET)</p>	<p>Lesson Essential Question(s): How does sentence variety improve writing and reading? (ET)</p> <p>What are different sentence structures? (A)</p> <p>How do writers edit and correct their draft writing for dangling or misplaced modifiers, run-on sentences, and sentence fragments? (ET)</p>
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<p>Vocabulary: semicolon, colon, ellipses, capitalization</p>	<p>Vocabulary: verb tense, agreement, parallel structure, modifier, comparative/superlative, tense shift</p>	<p>Vocabulary: dependent/independent clauses, subordinate clauses, dangling/misplaced modifier, run on sentences, fragments</p>
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Additional Information:
Resources: BK English, BK English ancillary materials, student writing samples for editing, models of good writing

HONORS Notes: focus on advanced grammar and manipulation of grammar for purposeful syntax in writing to achieve specific authorial choices

Attached Document(s):

Topic: Speech

Subject Area(s): CP Engl. IV + AP Literature + Composition

Key Learning: Effective, persuasive and inspiring speakers organize and plan their presentations using the tools of language and delivery to optimize their effect.

Unit Essential Question(s): How are effective and inspiring speeches organized, planned and delivered?

<p>Concept: Learning from the Choices of Others 1.6.11.B</p>	<p>Concept: Finding Our Own Voice 1.6.11.F; 1.6.11.D; 1.4.11.C; 1.5.11.C; 1.5.11.B; 1.5.11.A; 1.6.11.E; 1.6.11.C;</p>	<p>Concept: Sharing Our Voice 1.6.11.A</p>
<p>Lesson Essential Question(s): How do speakers use proofs of persuasion to make their orations powerful and connected to their audience? (A)</p> <p>What are impacts of the tools of impactful speeches-repetition, parallel structure and active or strong verbs? (A)</p> <p>How do great speakers use gestures, eye contact and body language to enhance their message? (A)</p> <p>How can identifying patterns in well known speeches help new speakers in establishing their own style and developing their own patterns of speaking? (A)</p>	<p>Lesson Essential Question(s): What do effective researchers do to organize and plan for persuasive oral presentation? (A)</p> <p>How do technology and visual aids enhance an oral presentation? (A)</p> <p>What are strategies for making good word choices and organizational decisions when preparing for a speech? (A)</p>	<p>Lesson Essential Question(s): How can a speaker use a rubric to self-assess and benefit from the assessment of others to improve speaking skills? (A)</p> <p>How do effective speakers adjust their speeches to their audience? (A)</p>
<p>Vocabulary: Ethos, Pathos, Logos, Parallelism, Body Language, Voice, Repetition</p>	<p>Vocabulary: Research, Bias, Propoganda, Essential Information, Non-essential Information, Diction</p>	<p>Vocabulary: Informational, Demonstration, Persuasive, Convincing</p>

Additional Information:

Attached Document(s):

Matz
 CP Engl. IV + AP Literature + Composition
 Unit: Elements of Speech

3. Student Learning Map

Topic: Elements of Speech

Subject(s):

Key Learning:

Effective speakers communicate a clear message to their audience through close attention to their content and organization.

Unit Essential Question(s):

How can I create and deliver a clear, effective speech?

Concept: **Content**

1.8.11.A, 1.8.11.B, 1.5.11B

Lesson Essential Question(s):

How can I develop appropriate content for their audience? (A)

How can I collect reliable information? (A)

What are different types of speeches? (A)

Vocabulary:

Validity, Reliability, Plagiarism, Extemporaneous, Informational, Persuasive, Humorous, Demonstration

Concept: **Organization**

1.8.11.C, 1.5.11.E

Lesson Essential Question(s):

How can I best organize the speech? (A)

What are the parts of an effective speech? (A)

What are the parts of an effective speech? (ET)

Vocabulary:

Introduction, Attention-grabber ("hook"), Body, Conclusion, Outline

Concept: **Delivery**

1.6.11.C, 1.5.11.G, 1.6.11.A

Lesson Essential Question(s):

How does my delivery affect the success of a speech? (ET)

How can I best organize the speech? (ET)

How can visuals and technology enhance a speech? (ET)

Vocabulary:

Pronunciation, Volume, Eye Contact, Body Language, Posture, Tone, Inflection, Visual, Audio, Media, Technology, Pitch, Stage Presence