

Here we stand or here we fall. History won't care at all.

<b>Know:</b> at the end of this cycle, students will know...	<b>Understand:</b> at the end of this cycle, students will understand that...	<b>DO:</b> at the end of this cycle, students will be able to...
<p><b>Content from Previous Units:</b></p> <ul style="list-style-type: none"> <li>● Locke: state of nature, natural rights, abundance, social contract</li> <li>✓ Rhetorical devices</li> <li>✓ Context and content of Thomas Paine's <i>Common Sense</i> and Patrick Henry's <i>Give Me Liberty</i></li> <li>✓ Major causes of the American Revolution</li> <li>✓ Language and meaning of the Declaration of Independence, Constitution, and Bill of Rights</li> <li>✓ How life differed among regions of early America</li> <li>✓ The impact that geography and especially cotton had on the development of the United States</li> <li>✓ The contradictions inherent in early America: slavery and the treatment of Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Language is a powerful tool that can be used to manipulate beliefs and actions.</b></li> <li>● <b>Geography limits or extends the possibilities for civilization.</b></li> <li>● <b>Where we are born geographically dictates what rights and freedoms we have.</b></li> </ul>	<p>In addition to individual student targets from previous units, all students will be able to...</p> <ul style="list-style-type: none"> <li>✓ Determine an author's POV or purpose in a text.</li> <li>✓ Analyze how an author uses rhetoric to advance that POV or purpose</li> <li>✓ Write an argument to support a claim using valid reasoning and relevant evidence.</li> <li>✓ Use a variety of rhetorical strategies to intentionally advance purpose.</li> <li>✓ Present with effective physical expression, including eye contact, movement, and mannerisms.</li> <li>✓ Present with effective vocal expression, including rate, volume, and tone.</li> <li>✓ Express data/ information clearly through my use of media.</li> </ul>

**Summative Assessments:** Details to Follow

- Call to Action Speech (Written and Presented)
- Rhetorical Analysis of a Speech

## Scales for Cycle 5

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Reading: Comprehension: (ESL 3.3, CCRI.6-2.9/10)		I can determine the main ideas of a text.	<b>I can determine an author's POV or purpose in a text.</b>	I can determine the main purpose in a text as well as the sub-purposes that support the main purpose.
Reading: CC RI.9-10.6 (ESL 3.4)		I can locate/observe rhetorical devices in a text and can explain what they are.	<b>I can analyze how an author uses rhetoric to advance a specific POV or purpose in a text.</b>	I can analyze the effect of multiple rhetorical devices on the text as a whole, considering context and audience.
Writing: CC W.9-10.1 (ESL 2.1, 2.3e, 2.3a)		I can write an argument to support a claim using general evidence and explanation.	<b>I can write an argument to support a claim using valid reasoning and relevant evidence.</b>	I can write an argument to support a substantive claim using strong reasoning, and a variety of specific, relevant evidence.
Writing: CC W.9-10.1 (ESL 2.1, 2.4)		I can use rhetorical strategies in my writing.	<b>I can use a variety of rhetorical strategies to intentionally advance my purpose.</b>	I can choose rhetorical strategies based on my purpose and my audience, and can use them together to build to an argument.
Speaking: 10th grade scales (ESL 1.2)		I look up occasionally, but mostly read from my notes; sometimes my physical or vocal mannerisms interfere with my communication; I may not show much interest in my topic.	<b>I maintain some eye contact with my audience and do not read extensively from my notes; I use mannerisms and gestures that support my purpose and do not distract; I communicate interest.</b>	I maintain natural eye contact with my audience, and refer to my notes sparingly and smoothly; I speak with energy and poise; I use gestures effectively; I communicate passion for my topic.
Speaking: 10th grade scales (ESL 1.3)		Sometimes my vocal mannerisms interfere with my communication; I may speak too loud or too softly, too quickly or too slowly, or not vary my tone enough.	<b>I control distracting vocal mannerisms; I speak with appropriate volume and rate; I vary my tone to communicate meaning.</b>	I have intentional control of my volume, articulation, and speaking rate; I use emphasis to engage my audience.
Using Media: (ESL 1.5)		I can use the chosen form of media to present my data/information. I am able to access some of the capabilities of the form of media.	<b>I can express data/ information clearly through my use of media. My use of media follows an accepted process and standard for that form of media.</b>	I can enhance my data/ information through my use of media. I am able to go beyond the standard processes and capabilities of the form of media.