

Planned Course: SAT Prep	Course Number:	Department: English	
Unit: Rhetoric	Grade Level: 10-11		
Estimated Time: 3 weeks	Level/Track: Elective	Date Approved: August 27, 2018	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>1.2.11-12 Reading Informational Text</p> <p>C - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>D - Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>F - Evaluate how words and phrases shape meaning and tone in texts.</p> <p>H - Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>I - Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>L - Read and comprehend literary</p>	<ul style="list-style-type: none"> ➤ How does an author develop the purpose and/or point of view in a work of fiction or nonfiction? ➤ Why does an author use certain words or phrases? ➤ How effective is the text structure of a passage or part of a passage based on its components? ➤ How well does an author present and support claims and counterclaims? ➤ What are the hallmarks of valid reasoning? <ul style="list-style-type: none"> ○ Students will be able to determine the author’s purpose and/or point of view in a given passage and evaluate the impact it has on the content and style ○ Students will be able to determine why an author uses certain words or phrases and the impact it has on the reader’s understanding, including words and phrases that indicate tone and style. ○ Students will be able to evaluate how the author 	<ul style="list-style-type: none"> ○ Textbook reading and exercises ○ guided and individual practice using passage mapping and talking to the text strategies ○ guided and individual practice for sample questions ○ Small group and large group discussion ○ Think-pair-share ○ Self-reflection ○ Creation of “how-to” reminder projects using online programs such as video creation, Google slides, Prezi, or other ○ Creating notecards and/or visual notes “cheat sheet” for review of skills and terms <p>Remedial and Enrichment:</p> <ul style="list-style-type: none"> ○ Extended practice using <ul style="list-style-type: none"> ▪ Schoology ▪ Quizlet ▪ Kahn Academy 	<ul style="list-style-type: none"> ○ Teacher observation ○ Practice activities ○ Practice tests ○ How-to videos ○ Note-cards (rubric) ○ Visual notes (rubric) ○ “how-to” videos (rubric)
--	---	--	---

Planned Course: SAT Prep	Course Number:	Department: English
Unit: Rhetoric	Grade Level: 10-11	
Estimated Time: 3 weeks	Level/Track: Elective	Date Approved: August 27, 2018

PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
------------------------------	---	--	--

<p>non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>1.3.11-12 – Reading Literature</p> <p>C - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>D - Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>E - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>F - Evaluate how words and phrases shape meaning and tone in texts.</p> <p>J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering</p>	<p>organizes a passage and how the specific part of a passage relates to the overall text.</p> <ul style="list-style-type: none"> ○ Students will be able to distinguish between claims and counterclaims and evaluate the author’s use of evidence to support either. ○ Students will be able to assess the soundness of an author’s reasoning. ○ Students will be able to define and identify a variety of rhetorical devices including rhetorical question, analogy, juxtaposition, etc. ○ Students will be able to define and identify a variety of logical fallacies including circular reasoning, hasty generalization, correlation/causation, red herring, etc. ○ Students will be able to define and identify a variety of literary devices including simile, metaphor, extended metaphor, dialogue, etc. 		
--	--	--	--

Planned Course: SAT Prep	Course Number:	Department: English
Unit: Rhetoric	Grade Level: 10-11	
Estimated Time: 3 weeks	Level/Track: Elective	Date Approved: August 27, 2018

PA Academic Standards	▶ Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
------------------------------	---	--	--

a word or phrase important to comprehension or expression. K - Read and comprehend literary fiction on grade level, reading independently and proficiently.			
---	--	--	--