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|  | **Standard:** **10.T.T.3: Evaluate and apply argumentative techniques to enhance text’s appeal to audiences.** * 10.T.T.3. a: Read, discuss, evaluate and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
* 10.T.T.3. b: Analyze the use of rhetorical appeals; identify fallacies in a text.
* 10.T.T.3. c.: Apply argumentative techniques strategically to enhance writing and engage audiences.
* 10.T.T.3. d: Integrate multiple rhetorical devices or appeals strategically.

**10.T.C.1: Analyze the impact of purpose and audience on a wide variety of texts.** * 10.T.C.1.a: Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.
* 10.T.C.1.b: Evaluate the impact of context and language on a text’s reception by the audience.
* 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentation that serve more that one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

**10.T.C.2: Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.** * 10.T.C.2. a: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.
* 10.T.C.2.b: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications text creation.
* 10.T.C.2. d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.

**10.T.SS.1: Analyze, evaluate, and use organizations structures and style to shape thoughts across genres.** * 10.T.SS.1.a: Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
* 10.T.SS.1.b.: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
* 10.T.SS.1.c.: Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion.
* 10.T.SS.1.d.: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanation, details, descriptions, and/or events; and a memorable conclusion.

**10.T.SS.2: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.** * 10.T.SS.2.a.: Analyze how the use of figurative, conative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
* 10.T.SS.2.b.: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
* 10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone.
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|  | **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None** |

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|  |  | **Pre-Teaching** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
|  |  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | Do NowQuick Write\*Think/Pair/SharePollsNotice/WonderNumber TalksEngaging VideoOpen-Ended Question | Think AloudVisualsDemonstrationAnalogies\*Worked ExamplesNearpod ActivityMnemonic Devices\* | Socratic Seminar \*Call/ResponseProbing QuestionsGraphic OrganizerNearpod ActivityDigital Whiteboard | Jigsaw\*Discussions\*Expert GroupsLabsStationsThink/Pair/ShareCreate VisualsGallery Walk | Written Response\*Digital PortfolioPresentationCanvas AssignmentChoice BoardIndependent ProjectPortfolio | Group DiscussionExit Ticket3-2-1Parking LotJournaling\*Nearpod |
| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how Supreme Court opinions use text structure and purpose to argue a case. |  | Instruction: Formative Assessment Review | n/a | Discussion: As a class review the answers providing justifications.  | Formative Assessment: “A Contribution to Statistics” (Class/Canvas) |  |
|  | I can explain the background of *Texas v. Johnson*.I can identify the purpose of a majority and dissenting opinion. |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* |  |  |   | n/a | n/a | Assessment: Unit 1 AssessmentIntervention: Complete any missing assignment, MAP, or the extra credit. |  |
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| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* |  |  |  |  | n/a | Assessment: Unit 2 Pre-Assessment |  |
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| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how Supreme Court opinions use text structure and purpose to argue a case.I can explain the background of *Texas v. Johnson*.I can identify the purpose of a majority and dissenting opinion. | **Hook**: Show a quick montage of controversial free-speech acts (flag burning, kneeling during anthem, political cartoons). Ask: *“Should all of these be protected as free speech?”* Students take a quick anonymous poll (Mentimeter, hands up, sticky notes). | **Mini-Lecture**: Brief background of the case (Gregory Lee Johnson, flag burning, 1984 Republican National Convention). |  | **Jigsaw Reading**: Split class: half reads an excerpt from Brennan’s majority, half from Rehnquist’s dissent. Each group identifies the **main purpose** of their opinion. |  | **Exit Ticket**: “The purpose of a majority/dissenting opinion is…” |
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| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how the majority opinion uses structure and reasoning to persuadeI can locate Brennan’s key reasons for protecting flag burning as free speech.I can explain how he organizes his reasoning. | **Hook**: Quick debate – “Is offensive speech the same as harmful speech?” |  | **Guided Reading**: In pairs, annotate Brennan’s opinion. Color-code: *facts/evidence* (blue), *reasoning* (green), *values/principles* (yellow). | **Collaborative Graphic Organizer**: Groups map Brennan’s argument (claim → reasons → evidence → conclusion). |  | **Quick-Write**: “Brennan protects flag burning because…” |
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