

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26

Teacher: Bickle, Dunn,
Griffin

Subject: ELA

Course: Literature and
Composition II

Grade: 10

Date(s): September 15-19

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 than 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 organization 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.

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)
		 Learning Target  Success Criteria 1  Success Criteria 2	Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question	Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices*	Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard	Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk	Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio	Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday		I am reviewing my understanding of figurative devices for the Unit 1 assessment.	Do Now: Complete the Assessment Practice on pg. 167	Modeling w/ Think Aloud: Complete the assessment practice on page 167. Instruction: Formative Assessment Review	n/a	Discussion: As a class review the answers and justifications.	Timed Formative Assessment: "A Contribution to Statistics" (Class/Canvas)	Reflection: Refer to the question guide posted on Canvas. What areas do you need to study before the test tomorrow? Homework: Use the provided poem to practice what your missed. Check your answers using the key provided.

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	<p>I can recall figurative, poetic, and literary devices.</p> <p>I can identify various figurative, poetic, and literary devices within a poem.</p> <p>I can explain how figurative, literary, and poetic devices shape the meaning, purpose, and tone of a text.</p>						
Tuesday	<p>I am assessing my understanding of poetic techniques.</p> <p>I can pass the Unit 1 assessment with a 70% or higher.</p>	n/a	Instruction: Assessment Protocol	n/a	n/a	<p>Assessment: Unit 1 Assessment</p> <p>Intervention: Complete any missing assignment, MAP, or the extra credit.</p>	n/a

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Wednesday		I am assessing my understanding of Unit 2 standards including argumentative techniques,	n/a	Instruction: Assessment Protocol	n/a	n/a	Assessment: Unit 2 Pre-Assessment Assessment: Unit 1 Post-Assessment (make-up) Canvas Assignment: When you have completed your Unit 2 Pre-Assessment, complete the assignment posted on Canvas. (Canvas)	n/a
		I am learning about argumentative techniques. I can determine my areas of strength and growth for Unit 2. I can recall various argumentative techniques and their impact.						
Thursday		I can describe the process for analyzing seminal documents.	Quick Write: An argument doesn't have to be rude. In fact, the most convincing arguments are usually well reasoned and respectful. With a partner, brainstorm some topics that reasonable people can disagree about. Choose one, and discuss respectful	Direct Instruction: Mini-Lesson on Argumentative Techniques	Graphic Organizer: Review and complete the identified portion of the provided graphic organizer.	n/a	Graphic Organizer: Using the provided resources on Canvas, complete the provided graphic organizer. (Canvas/In-Class)	Exit Ticket: Name and define 3 argumentative techniques.
		I am learning about argumentative techniques. I am learning how to analyze seminal documents. I am learning to evaluate evidence.						

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	<p>I can recall various argumentative techniques and their impact.</p> <p>I can describe the process for analyzing seminal documents.</p> <p> I can list the characteristics of credible evidence.</p>	arguments on both sides of the issue.					

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Friday	<p>I am learning to identify the parts of an argumentative text and argumentative techniques.</p> <p>I am learning about the historical context for the "Texas v. Johnson" case.</p> <p>I can explain the context of the "Texas v. Johnson" case.</p> <p>I can anticipate how the historical and social context of the case influenced perspectives and their implications.</p>	<p>Anticipation Guide: For each statement below, mark whether you Agree (A) or Disagree (D) before reading. After reading the excerpts from the opinions, revisit your answers and reflect on whether your perspective has changed. Be prepared to discuss your reasoning.</p> <p>Statements</p> <ol style="list-style-type: none"> Free speech includes not just words, but also actions and symbols. The government should be able to limit speech if it offends most people. Burning a national symbol (such as a flag) is always an act of disrespect, not expression. Protecting national unity is more important than protecting an individual's right to free expression. 	<p>Modeling w/ Think Aloud: Analyze the first sentence in paragraph 2 with special attention to the word "however."</p> <p>Probing Question: What two opposing ideas are communicated in the sentence?</p>	<p>Guided Graphic Organizer: While watching the video, complete the "historical context" portion of your notes.</p>	<p>Read Aloud w/ Guided Notes/Annotations: With a partner, read and annotate/note the following:</p> <ul style="list-style-type: none"> In paragraph 1, mark the metaphor. Explain how this metaphor sets the stage for his government's role in the treatment of the flag. Identify the two important principles Brennan tries balance in his opinion. Mark/note the claim in paragraph 3 about the consequences of the decision. Explain how Brennan uses the court case from the past to 	n/a	<p>One Sentence Summary: Summarize Brennans argument and evidence in one sentence. Use the sentence starter below to help you if you're stuck.</p> <p>Using _____, Brennan argues _____.</p>

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		5. Courts should protect unpopular or offensive speech in the same way they protect popular speech. 6. There are some forms of expression that should never be allowed under the First Amendment.			support his claim.		