

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 22-26

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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		 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 the essential parts of argumentative writing. I am reviewing the excerpt from <i>Texas v. Johnson Majority Opinion</i> .	Do Now: Note Brennan's metaphorical description of free speech as a "joust of principles" in paragraph 1. Another common one is the "marketplace of ideas." What other metaphors could be used to describe free speech? Think of other comparisons, analogies, or similes in addition to metaphors. [Option 1]	Modeling w/ Think Aloud: Analyze the first sentence in paragraph 2 with special attention to the word "however." Probing Question: What two opposing ideas are communicated in the sentence? [Option 1]	Guided Reading w/ Probing Question: Mark the claim in paragraph 3 about the consequences of the decision. How does Brennan use a court case from the past to support his claim? [Option 1]	Read Aloud w/ Guided Notes/Annotations: With a partner, read and annotate/note the following: • In paragraph 1, mark the metaphor. Explain how this metaphor sets the stage for his • In paragraph 2, mark/note Brennan's opinion about the 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 support his claim. [Option 1]	n/a	One Sentence Summary: Summarize Brennan's argument and evidence in one sentence. Use the sentence starter below to help you if you're stuck. Using _____, Brennan argues _____. [Option 1]
		I can identify the essential parts to an argumentative text. I can identify rhetorical devices and appeals in an argumentative text. I can identify the evidence in an argumentative text.	Do Now: Answer the following: • An idea is <i>implicit</i> if the author assumes readers will understand it even though it is not stated directly. How do Brennan use the state's implicit assumption to support his argument? • Confirming or stating again that something is correct would be reaffirmation. Why does Justice Brennan make a reaffirmation (paragraph 4)? • Justice Brennan says the nation's ability to return to normal after a disturbing event is proof of its resilience. Explain the use of resilience in paragraph 4. [Option 2]	Instruction: Gallery Walk and Questions [Option 2]	Call/Response: To check for understanding, review the assigned questions on page 70. Rephrase each question in your words. [Option 2]	Gallery Walk: In groups of 3-4, answer the questions posted around the room. After discussing, write your answers in complete sentences. [HMH pg. 70, questions 1, 2, 3, and 4] [Option 2]		Exit Ticket: Writers express ideas both explicitly and implicitly. They may use facts, statistics, examples, and expert opinions as evidence to support their arguments. One inference we can make is that Justice Brennan respects Justice Holmes. What text evidence can we find to support this claim? [Option 2]

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Tuesday	 I am identifying the essential parts of argumentative writings.  I am reading an excerpt from <i>Texas v. Johnson Dissent</i> . I am learning about Latin/Greek roots and affixes. I can identify the essential parts to an argumentative text.  I can identify rhetorical devices and appeals in an argumentative text. I can identify the evidence in an argumentative text. I can identify 5 Latin/Greek roots and affixes.	Engaging Video: Latin and Greek Roots and Affixes	Instruction: Review Argumentative Techniques Instruction: Guided Annotations Demonstration: Reading w/ Annotations [pars. 1-2, HMH 67]	Probing Questions: Continue annotations during the read aloud following the teacher's prompts. [pars. 3-4, HMH 68]	Think/Pair/Share: Read paragraphs 5-7 and annotate. After the given time, compare your annotations with a partner.	Assessment Practice: Complete questions on page 69	Exit Ticket: The vocabulary words <i>compulsion</i> , <i>reaffirmation</i> , and <i>resilience</i> have Latin roots. When you know the meaning of a root, you can determine the meanings of various words derived from it by examining their structures. Identify one new word that belongs to the word family. Then, write a definition that incorporates the meaning of the Latin root, identify the part of speech, and use the word in a sentence that reflects the meaning. <ul style="list-style-type: none"> • <i>Firmus</i> (meaning strong) • <i>Resilire</i> (means to leap back) • <i>Pulsus</i> (to drive; to force)

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Wednesday		I am identifying the essential parts of argumentative writings.	Think/Pair/Share: Answer the following questions. Once the timer stops, share your answers with a partner. • Why does Rehnquist discriminate between the burning of the flag and other forms of protest? • Why does Brennan think it is best for the government not to intervene in a protest involving flag burning? • Which argument seems more rational? Why?	Instruction: Rhetorical Analysis Using SPACECAT Demonstration: SPACECAT Graphic Organizer	n/a	Chunked Think/Pair/Share: With a partner, pick a text. In each 2-person group, complete a SPACECAT graphic organizer for each Supreme Court opinion following the class prompts. When the organizer is complete, compare your graphic organizer with your partner's. Based on each author's use of rhetorical devices, who do you think has the strongest argument?	n/a	Group Discussion/ Discussion Board Post: Based on each author's use of rhetorical devices, who do you think has the strongest argument?
		I am reading an excerpt from <i>Texas v. Johnson Dissent</i> .						
		I am learning about Latin/Greek roots and affixes. I can identify the essential parts to an argumentative text.						
		I can identify rhetorical devices and appeals in an argumentative text.						
		I can identify the evidence in an argumentative text.						
		I can identify 5 Latin/Greek roots and affixes.						

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Thursday		I am learning to analyze an argument. I can evaluate a text's use of evidence.	Prediction: Read the title, the first and last paragraphs, and skim the topic sentences for "The American Flag Stands for Tolerance." How might the author put the controversy about the American flag into perspective? What might people arguing over flag burning have lost sight of? [HMH pg. 77]	Instruction: Guided Annotations Demonstration: Reading w/ Annotations [par. 1, HMH 77]	Probing Questions: Continue annotations during the read aloud following the teacher's prompts [pars. 2-3, HMH 77-78]	Think/Pair/Share: Read paragraphs 4-9 and annotate. After the given time, compare your annotations with a partner.	n/a	Group Discussion: Does the author agree or disagree with the Court's ruling? What's the author's attitude?
		I can identify rhetorical devices and appeals. I can evaluate a text's use of rhetorical devices and appeals.						
Friday		I am learning to analyze an argument. I can write a strong analytical paragraph.	Assessment Practice: Complete the assessment practice on page 79 [HMH pg. 79]	Instruction: Writing Developed Paragraphs Visuals: Analyze the sample CER paragraph	Graphic Organizer: Complete the CER graphic organizer if you need extra help with writing developed paragraphs.	n/a	Written Response: Being sure to include evidence from the text, answer either question 2, 4, 5, or 6 on page 80 in your textbook.	Exit Ticket: Once an idea is accepted as dogma , it is not questioned. What are the possible dangers In imposing or following dogma.
		I can develop a claim. I can use evidence to support a claim.						