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| **Standard: ELAGSE9-10RL6: ANALYZE a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**  **ELAGSE9-10RL4: DETERMINE the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)**  **ELAGSE9-10RI6: DETERMINE an author’s point of view or purpose in a text and ANALYZE how an author uses rhetoric to advance that point of view or purpose.**  **ELAGSE9-10RI4: DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**  **ELAGSE9-10W2: WRITE informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**  **ELAGSE9-10W7: CONDUCT short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**  **Assessment: Quiz Test X Project Lab Writing None** | | | | | | | |
|  | Pre- Teaching  C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp  Learning Target  Success Criteria 1  Success Criteria 2 | **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)* |
| * 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 | * 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 |

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|  |  |  |  | * Digital Whiteboard |  |  |  |
| Mon |  |  |  | **AP Mock Testing**  **Periods 1,2,5,&4** |  |  |  |
| **Tues** | **I am to apply knowledge of rhetorical appeals to critically analyze various texts, including speeches, articles, advertisements, and other forms of media.**  **I can Explain the intended effect of a particular rhetorical appeal on the audience.**  **I can accurately identify and label the primary rhetorical appeal (ethos, pathos, logos) used in a given passage.** | Text Structure Tuesday | Quick recap of the rhetorical appeals with the examples from the previous day.  Kahoot review  <https://create.kahoot.it/share/rhetorical-appeals-strategies-review/6e1f41f9-81fa-45e7-bddf-248b996aecc8> | Review persuasive essay assignment | Students will revise and edit persuasive essay. | Students will continue to work on essay | Journaling:  Why is it important to edit your writing? |
| **Wed** | I am learning to identify and apply all three rhetorical appeals in different contexts. | Wordy Wednesday | Quick review of ethos, pathos, and logos with examples.  Discuss how each appeal can work together in a persuasive message. |  | In groups, students are given a new persuasive text (e.g., an advertisement or excerpt from a speech). They will identify all three appeals and explain how they work together to persuade the audience. | Discuss as a class the importance of using all three appeals effectively and when it might be appropriate to emphasize one over another. | Exit Ticket  Short Quiz |

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| **Thurs** |  |  |  | **AP Mock Testing**  **Periods 1,2,5,&4** |  |  |  |

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| **Fri** | I am learning literacy terms  I can identify point of view I can identify  theme | Figurative Friday | Teacher will discuss Literacy Centers | Teacher will guide students to each center as they answer Informational Text, Inference, Point of View,  and Theme Task | Student will complete short task and rotate to the next center to gain knowledge of literacy skills. | Student will complete short task and rotate to the next center to gain knowledge of literacy skills. | What skill was most challenging? |