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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- TeachingC:\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
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| 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 TicketShort Quiz |

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

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| **Fri** | I am learning literacy termsI can identify point of view I can identifytheme | 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? |