|  |
| --- |
| **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 Project X 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
* 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
 |
| Mon | I am learning how to apply my knowledge of rhetoric and demographics in a real life situation.I can use a rhetorical appeal to sell a product.I can use rhetorical devices to sell a product. | Monday Periods 1, 2, 5 & 4 Does who you are (your demographics) have anything to do with what you choose to watch on TV? Explain your answer using specific examples. | -demographics and bias/stereotypes notes\*Note catcher |  | -plan candy commercial/write script (worksheet)-plan how they are going to film it/create it |  | What is going to be your main rhetorical appeal that you are going to use in your commercial/advertisement?  |
|  **Tues** | I am learning how to apply my knowledge of rhetoric and demographics in a real life situation.I can use a rhetorical appeal to sell a product.I can use rhetorical devices to sell a product. | Tuesday Periods 3, 6, 5 & 7Does who you are (your demographics) have anything to do with what you choose to watch on TV? Explain your answer using specific examples. | -demographics and stereotypes\*Note catcher  |   |  -plan candy commercial/write script (worksheet)-plan how they are going to film it/create it (Canvas video) |  | What is going to be your main rhetorical appeal that you are going to use in your commercial/advertisement? |
| **Wed** | I am learning how to organize myself to accomplish my tasks.I can use Infinite Campus and Canvas to determine what work needs to be completed. | HomeroomWhat is your goal grade for the end of this semester for this class? What do you need to do in this class to achieve that goal? |  |  |  |  Intervention Day: Missing Assignments/Retake assessmentsContinue working on candy commercial | Based on your work in class today, are you on track to achieve your goal for the semester? Why or why not? |
| **Thurs** | I am learning how to apply my knowledge of rhetoric and demographics in a real life situation.I can use a rhetorical appeal to sell a product.I can use rhetorical devices to sell a product. | Thursday – Periods 1, 2, 5 & 4Based on the commercials we watched last week, which rhetorical appeal was the most efficient?Do you think your peers are going to use that rhetorical appeal? Why or why not? |  |  | Finish Candy CommercialsPresent Candy Commercials |  | Which group had the best commercial/advertisement and why? |
| **Fri** |  I am learning how to apply my knowledge of rhetoric and demographics in a real life situation.I can use a rhetorical appeal to sell a product.I can use rhetorical devices to sell a product. | Friday - Periods 3, 6, 5 & 7Based on the commercials we watched last week, which rhetorical appeal was the most efficient?Do you think your peers are going to use that rhetorical appeal? Why or why not? |  |   | Finish Candy CommercialsPresent Candy Commercials |  | Which group had the best commercial/advertisement and why? |