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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 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 & 7  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 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. | Homeroom  What 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 assessments  Continue 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 & 4  Based 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 Commercials  Present 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 & 7  Based 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 Commercials  Present Candy Commercials |  | Which group had the best commercial/advertisement and why? |