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| **Standard**:  **1.B Reading-**Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.B Writing**- Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** **Reading-** Identify and explain claims and evidence within an argument.  **3.B** **Reading**- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **4.A** **Writing-** Develop a paragraph that includes a claim and evidence supporting the claim.  **4.B** **Writing-** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ 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 |
| **Monday** | I am learning how to tailor rhetorical choices for a purpose.  I can analyze and explain rhetorical choices (clothing items), effects on audience and message (overall look) to a purpose. | A student is giving a speech to the School Board about dress code. How should the student dress to support her thoughts on her speech? How should they not dress? |  |  |  | Rhetorical Fashion Activity  -Choose a celebrity, influencer, or politician to analyze. Find at least 5 photos of them in different situations or types of outfits. Put all 5 photos in a PowerPoint/Google Slides presentation, adding a description to each one pointing out the elements of their outfits. At the end, analyze their overall tone of their fashion choices, along with why those outfits make sense given the context, purpose, or goals. | Did any of the outfits you found for your person not make sense for their purpose/context? What would you have changed? |
| **Tuesday** | I am learning how to choose relevant evidence.  I can choose relevant evidence from a multiple choice question.  I can add details to a passage that help the audience | Watch 2: Skill 2.B Daily 2 <https://apclassroom.collegeboard.org/d/3k52mz03k4?sui=12,2>  How do you choose what details to pick? (What to say and how to say it.) |  |  | With a group of 4, you are going to read the Unit 2: Rhetorical Situation-Writing Quiz on AP Classroom.  You will complete the three questions and come to a consensus on the correct answer. You may only have Mrs. Dunn check your answers one time for correctness (choose wisely).  The group who has the most correct answers will get candy. (If there is a tie, the group who didn’t have Mrs. Dunn check their answers, gets the candy).  If phones are out, automatic disqualification. Place phones in the red bucket to avoid this punishment. Assignment: Unit 2: Rhetorical Situation – Writing Quiz  Link for students to take test: <https://apclassroom.collegeboard.org/12/assessments/assignments/70096018>    Link for teachers to track progress: <https://apclassroom.collegeboard.org/12/assignments/progress/70096018> |  | How did your group do overall? Were all voices heard/how were final answers chosen? What was your final score? Any questions you got wrong? Why? |
| **Wednesday** | I am learning how to identify a thesis statement.  I can analyze and select evidence to develop and refine a claim. | Watch 2: Skill 4.B Daily Video 1    What is the difference between an implicit and explicit thesis statement?  What are the parts of an effective thesis? |  |  |  | Complete the Unit 2: Claims and Evidence Writing Quiz on AP Classroom.  Link for students to take test: <https://apclassroom.collegeboard.org/12/assessments/assignments/70096861>  Link for teachers to track progress: <https://apclassroom.collegeboard.org/12/assignments/progress/70096861> |  |
| **Thursday** |  | Watch 2: Skill 4.B Daily Video 2  How do you create an explicit thesis?  How do you create an implicit thesis?  How does an effective thesis impact your argument? |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |  |

*a\*key literacy strategies*