

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26

Teacher: Bickle, Deloach,
Dunn, Griffin,
Hahn

Subject: ELA

Course: Literature and
Composition II

Grade: 10

Date(s): September 29-
October 3

Standard:

Standard: 10.T.T.3: Evaluate and apply argumentative techniques to enhance text's appeal to audiences.

- 10.T.T.3. a: Read, discuss, evaluate and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
- 10.T.T.3. b: Analyze the use of rhetorical appeals; identify fallacies in a text.
- 10.T.T.3. c.: Apply argumentative techniques strategically to enhance writing and engage audiences.
- 10.T.T.3. d: Integrate multiple rhetorical devices or appeals strategically.

10.T.C.1: Analyze the impact of purpose and audience on a wide variety of texts.

- 10.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.
- 10.T.C.1.b: Evaluate the impact of context and language on a text's reception by the audience.
- 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentation that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

10.T.C.2: Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.

- 10.T.C.2. a: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.
- 10.T.C.2.b: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications text creation.
- 10.T.C.2. d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.

10.T.SS.1: Analyze, evaluate, and use organization structures and style to shape thoughts across genres.

- 10.T.SS.1.a: Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
- 10.T.SS.1.b.: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
- 10.T.SS.1.c.: Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion.
- 10.T.SS.1.d.: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanation, details, descriptions, and/or events; and a memorable conclusion.

10.T.SS.2: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.

- 10.T.SS.2.a.: Analyze how the use of figurative, conative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- 10.T.SS.2.b.: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
- 10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone.

Assessment: ☒ Quiz ☐ Unit Test ☐ Project ☐ Lab ☒ Essay Response ☐ None





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		 Learning Target  Success Criteria 1  Success Criteria 2	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	 <							



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Tuesday	<p>I am writing a letter in response to "American Flag Stands for Tolerance."</p> <p>I am developing an argument.</p> <p> I am applying my knowledge of rhetoric to make an argument.</p> <p>I am evaluating an argument.</p>	Quick Write: In 3-4 sentences, answer the following: Do you think there should be limits on free speech? Why or why not?	Instruction: Write a Letter of an Editor Assignment	n/a	<p>Think/Pair/Share: After you've completed a draft of your letter, switch papers with a partner. Check for the following:</p> <p>Before turning in your letter, check:</p> <p>Format</p> <ul style="list-style-type: none"> ● Did I/they include the correct letter parts (heading, greeting, body, closing, signature)? ● Is it written in a business letter style? <p>Content</p> <ul style="list-style-type: none"> ● Did I/they clearly state my opinion in the beginning? ● Did I/they give at least two reasons and examples? ● Did my/their conclusion follow logically from my argument? <p>Language</p> <ul style="list-style-type: none"> ● Did I/they use transitions like <i>first</i>, <i>however</i>, <i>in conclusion</i>? ● Did I/they write in complete sentences? 	Written Response: Write a Letter to the Editor (Editors of newspapers and magazine receive letters from the public expressing their reactions to the content of the publications. Some of these letters to the editor are published in future issues. Write a letter to a newspaper editor. In your letter, respond to the "American Flag Stands for Tolerance.")	Discussion: Where is one place where your partner defended their argument well?
	<p>I can make a claim.</p> <p>I can use all the parts of an argument.</p> <p> I can use rhetorical devices and appeals to make a convincing argument.</p>						

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Wednesday	<p>I am assessing my understanding of the 3 pieces on the American flag.</p> <p>🎯 I am assessing my ability to evaluate arguments and evidence.</p> <p>I can pass a quiz on argumentative techniques with a 70% or higher.</p> <p>✅</p>	Do Now: Clear your desk and prepare for the assessment.	Instruction: Assessment Protocol	n/a	n/a	Assessment: Arguments in "TX. V. Johnson" and "The American Flag Stands for Tolerance"	2 Stars and a Wish: What are 2 things you did well on your quiz? What is one thing you still need to work on?

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Thursday	<p>I am reading "Letter from Birmingham Jail" by Martin Luther King, Jr.</p> <p>I am learning to analyze an argument.</p> <p>I am learning to identify rhetorical devices and explain their impact on meaning and purpose.</p>	<p>Quick Write: Has something ever seemed so unfair that you felt compelled to act? Maybe even break a rule? With a partner, discuss what the situation was and why you felt compelled to break the rule. [HMH 190/Canvas]</p>	<p>1)Review: Key Concepts to Argument and Identifying Flaws in Logic</p> <p>3) Model w/ Think-Aloud: Annotate paragraphs 1-5 (summarize, question, predict, clarify) [HMH pg. 193-195]</p>	<p>2) Previewing the Text w/ Probing Questions: Examine the title, read paragraphs 1-3 and paragraphs 48-50.</p> <ul style="list-style-type: none"> - What do you think the central idea of the text is? - What do you predict is King's purpose? - Note the short blurb on pg. 193, "A champion of civil rights explains the historical and religious underpinnings of his actions." Why might King have felt the need to explain his actions? <p>4) Guided Annotation/Notes w/</p>	<p>5) Guided Reciprocal Teaching w/ Chunking: With a partner, read paragraphs 11-16. Assign roles—one person should serve as the clarifier, another should serve as the summarizer, and the third as the questioner. As each paragraph is read aloud, the class will pause to allow each group to discuss. During this time, one student should summarize the paragraph, the other student should pose a question about the</p>	n/a	<p>Exit Ticket: According to King, what are the four basic steps in a nonviolent campaign, and how did King's organization follow these steps in Birmingham? Summarize these four steps and the way that King followed these steps in Birmingham. {HMH pg. 212]</p>


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	<p>I can identify the purpose, audience, context, and exigence in the letter.</p> <p>I can explain how MLK, Jr. appeals to the interests of his audience and works towards a clear goal and purpose.</p> <p>I can explain how MLK Jr.'s rhetorical techniques enhance his argument and undermines the argument of the other clergymen.</p>			<p>Probing Questions: Read paragraph 6-10</p> <ul style="list-style-type: none"> - Mark details in paragraphs 6-9 that list the first steps King and his associates have taken in Birmingham? How does going into such detail about these actions support King's argument? - - Why did the leaders of the Alabama Christian Movement for Human Rights agree to a moratorium on all direction actions? 	<p>text, and the other student should identify any words/phrases that are difficult to understand. At the end of the section, students will discuss what they wrote.</p>		



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