

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

Teacher: Bickle, Dunn,
Griffin

Subject: ELA

Course: Literature and
Composition II

Grade: 10

Date(s): October 15-17

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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		Pre-Teaching	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)
		 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
Mond	 	No School- Fall Break						
Tuesd	 	No School- Fall Break						
Wednesday	 	I am analyzing purpose. I can use evidence from the film to identify its purpose. I can identify different media techniques.	Poll: Students stand if they think it's unfair , sit if it's fair . Afterward, briefly discuss why. Statements: 1. You can only drink bottled water from one government-approved company — and it's very expensive. 2. You're punished for speaking out against a rule you think is wrong. 3. Your family works hard, but most of the money you earn goes to a group that doesn't live in your community. 4. You're not allowed to decide how your own country is run.	From Gandhi: The Rise to Fame	Graphic Organizer: Complete notes as you watch the film.	Think/Pair/Share: Compare your notes with a partner.	Assessment: Complete the 5-question quiz over the film. Self-Evaluation: Check your answers to the mini assessment.	Turn and Talk w/ Class Discussion: What point of view toward Gandhi do the filmmakers express through choices about narration, content, and images?

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Thursday	 I am analyzing Mohandas Gandhi's argument in "Letter to Viceroy, Lord Irwin."	Do Now: Preview the text. Read the first and last paragraphs and consider the title. What do you think were Gandhi's goals in writer to the Viceroy? Do you think Gandhi expected the government official to engage with his argument? What else might he have hoped to accomplish?	Instruction: Review Parts of an Argument and Rhetorical Devices	Guided Cornell Notes: Complete the Cornell Notes as you read the text.	Chunked WRAP Reading w/ Think/Pair/Share: Students whisper. At the end of each timed chunk, students will be asked a question to which they should respond on the provided sheet. Then, they will discuss their summary with a partner. Chunk 1: Par. 1-4 Chunk 2: Par. 5-8 Chunk 3: Par. 9-12	Written Response: Questions 1, 2, 5, and 6 on page 262 [HMH Unit 2, pg. 262]	Exit Ticket: A Strong claim is supported by reasons and evidence. Gandhi develops his claim over the course of the letter. Fill-in the blanks: Gandhi thinks British rule is _____. He wants the British to _____ India. Evidence that supports this claim is _____.
	I can identify the claim. I can identify the purpose of Gandhi's letter.  I can define the context and exigence of the letter. I can identify the reasons, evidence, and rebuttal in the text.						
Friday	 I am analyzing Mohandas Gandhi's argument in "Letter to Viceroy, Lord Irwin." I can identify rhetorical appeals and devices used in the letter.  I can explain the impact of these devices on the audience. I can evaluate the effectiveness of the text.	Engaging Video: The Dark Side of Mahatma Gandhi Probing Questions: - What is the purpose of this video? - On which techniques does this film rely? - How does the critique of Gandhi alter your perception of Gandhi and his legacy? Why?	Instruction: Review Parts of an Argument and Rhetorical Devices	Guided Cornell Notes: Complete the Cornell Notes as you read the text.	Chunked Silent Reading w/ Think/Pair/Share: Students follow along as the text is read aloud. At the end of each timed chunk, students will be asked a question to which they should respond on the provided sheet. Then, they will discuss their summary with a partner. Chunk 1: Par. 1-4 Chunk 2: Par. 5-8 Chunk 3: Par. 9-12	Written Response: Questions 1, 2, 5, and 6 on page 262	Discussion: How persuasive do you find Gandhi's argument for independence from British rule?

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