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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 X Project 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 | * 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 |

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|  |  |  |  | * Digital Whiteboard |  |  |  |
| Mon | I am tolearning apply knowledge of rhetorical appeals to critically analyze various texts, including speeches, articles, advertisements, and other forms of media .  I can Explain the intended effect of a particular rhetorical appeal on the audience.  I can accurately identify and label the primary rhetorical appeal (ethos, pathos, logos) used in a given passage . | Mindful Monday | Think Aloud:  Ask students to recall an advertisement or speech that stood out to them. Discuss briefly how it made them feel and what message was being conveyed.  Students will write response using a whiteboard. | Define ethos, logos, and pathos.  Ethos: Credibility or ethical appeal (trustworthiness, authority).  Logos: Logical appeal (facts, reason, statistics).  Pathos: Emotional appeal (emotions, feelings).  Provide examples for each. For instance:  Ethos: A doctor in a commercial recommending a health product.  Logos: An argument supported by data and facts (e.g., "Studies show that 80% of people experience X").  Pathos: A charity ad showing sad images of animals to invoke sympathy.  Students will also provide examples to teacher. | Students will use post -it board:  Break the students into pairs or small groups. Have them find examples of ethos, logos, and pathos in their favorite ads, speeches, or songs and share them with the class. | Students will continue to work on group activity | Quick Note:  Write down one real-life example of ethos, logos, or pathos you encounter daily. |
| **Tues** | **I am to apply knowledge of rhetorical appeals to critically analyze various texts, including speeches, articles, advertisements, and other forms of media.**  **I can Explain the intended effect of a particular rhetorical appeal on the audience.**  **I can accurately identify and label the primary rhetorical appeal (ethos, pathos, logos) used in a given passage.** | Text Structure Tuesday | Quick recap of the rhetorical appeals with the examples from the previous day.  Kahoot review  <https://create.kahoot.it/share/rhetorical-appeals-strategies-review/6e1f41f9-81fa-45e7-bddf-248b996aecc8> | Show a short, persuasive commercial or speech (e.g., a famous TED Talk or advertisement).  As a group, analyze the rhetoric of the speech or ad. Students will identify where ethos, logos, and pathos are used. | * Give each group a different written passage or ad. * Ask them to identify which rhetorical appeals are used and explain how each is effectively used to persuade the audience. * Groups share their analysis with the class. | Students will continue to work on group activity | Journaling:  Discuss how these appeals influence the audience’s decision-making and perceptions. |
| **Wed** | I am learning analyze how specific language choices, imagery, and evidence within a text contribute to the author's use of rhetorical appeals.  I can compare and contrast the use of different rhetorical appeals within a single text or across multiple texts. | Wordy Wednesday | Teacher will review brainstorm strategies for a persuasive argument essay.  Nearpod Lesson  <https://np1.nearpod.com/sharePresentation.php?code=17894898f17a516660bbaa88919d0c36-1&oc=lesson-library&utm_source=link> | * Have students choose a topic they are passionate about (e.g., environmental conservation, school policies, or social issues). * Brainstorm in small groups, focusing on how they can use ethos, logos, and pathos to persuade an audience on their topic. * Students will use brainstorm graphic organizer. | Students will ask any questions regarding their essay. | Student will write a short persuasive argument (2–3 paragraphs) on their chosen topic, ensuring they use ethos, logos, and pathos in their writing. | Quick Note: What made you write about your idea? |

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| **Thurs** |  | Throwback Thursday | * Assign students a controversial issue (e.g., climate change, animal rights, social media regulations) and split them into two groups (for and against the issue). * Students will prepare arguments, using ethos, logos, and pathos to support their positions. | Teacher will use probing questions to assist with debate. | * Host a structured class debate where each group presents their arguments, supporting them with the rhetorical appeals. * Encourage students to pay attention to how their peers use ethos, logos, and pathos. | Student will write a reflection on 1 debate. | 1. Write one sentence using ethos. 2. Write one sentence using logos. 3. Write one sentence using pathos. |

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| **Fri** | I am learning literacy terms  I can identify point of view I can identify  theme | Figurative Friday | Teacher will discuss Literacy Centers | Teacher will guide students to each center as they answer Informational Text, Inference, Point of View,  and Theme Task | Student will complete short task and rotate to the next center to gain knowledge of literacy skills. | Student will complete short task and rotate to the next center to gain knowledge of literacy skills. | What skill was most challenging? |