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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- TeachingC:\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
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| 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 termsI can identify point of view I can identifytheme | 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? |