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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.**  **Priority Reading Standards (Unpacked):  verbs (skills) are in green and teachable concepts (nouns and noun phrases) are underlined**  **ELAGSE9-10RL9: ANALYZE  how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**  **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.)**  **ELAGSE9-10RI9: ANALYZE seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.**  **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).   Priority Writing:**  **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.**  **ELAGSE9-10W5: DEVELOP and STRENGTHEN writing as needed by PLANNING, REVISING, EDITING, REWRITING, or TRYING a new approach, FOCUSING on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)**    **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 * 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 |
| Mon | I am learning how to show my knowledge of unit 5 standards.  I can receive a 70% or higher on the post assessment.  I can complete the post assessment in the given time. | Look at the following question, what is it asking you to do?  How does President Reagan use rhetoric in his speech to convey his feelings about the Challenger tragedy? |  |  |  | Unit 5 Post-Assessment Part A  Work on missing assignments | What is something you are still struggling with when it comes to rhetoric? |
| **Tues** | I am learning how to show my knowledge of unit 5 standards.  I can receive a 70% or higher on the post assessment.  I can complete the post assessment in the given time. | Look at the following question, what is it asking you to do? What are key words or details that would need to be used in answering the question?  The phrase "Last night" and the word "yesterday" are repeated throughout the passage "Day of Infamy Speech."  How does Roosevelt use the repetition of the phrase "Last Night" and the word "yesterday", and what impact does it have on the passage? Use details from the passage to support your answer. |  |  |  | Unit 5 Post-Assessment Part B  Work on missing assignments | Write a one sentence summary about what you have learned in Unit 5 about rhetoric. |
| **Wed** | I am learning how to identify rhetorical devices and appeals.  I can identify a rhetorical appeal used in a commercial.  I can identify a rhetorical device used in a commercial. | Write an example of personification to sell the candy: Sour Patch Kids. |  | Show Candy Commercials |  | Complete grade sheet for Candy Commercials | Based on the commercials you saw today, what was the main rhetorical appeal that was used? Did students use rhetorical devices effectively? |
| **Thurs** | I am learning how to show my prior knowledge of unit 6 standards.  I can receive a 70% or higher on the post assessment.  I can complete the post assessment in the given time. | When given more than one excerpt (ex: poem and a short story), how do you break down and understand the connections. |  |  |  | Unit 6 Pre-Assessment Part A  Work on missing assignments | What is one thing you struggled with on today’s pre-assessment? |
| **Fri** | I am learning how to show my prior knowledge of unit 6 standards.  I can receive a 70% or higher on the post assessment.  I can complete the post assessment in the given time. | Write down the following question and circle the words you do not know.  *Roosevelt had pledged the United States to the “good neighbor” policy, transforming the Monroe Doctrine from a unilateral American manifesto into arrangements for mutual action against aggressors.*  How can you find out what those words mean if you encounter a question like this on a test? |  |  |  | Unit 6 Pre-Assessment Part B  Work on missing assignments | What is one strength you have from today’s pre-assessment? |