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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**:**1.A** Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.  **1.B** Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.A** **Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.**  **2.B**  Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** Identify and explain claims and evidence within an argument.  **3.B** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **3.C** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.  **4.A** **Develop a paragraph that includes a claim and evidence supporting the claim.**  **4.B** **Write a thesis statement that requires proof or defense and that may preview the structure of the argument.**  **4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ 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 |
| **Monday** | **Labor Day** | **Labor Day** | **Labor Day** | **Labor Day** | **Labor Day** | **Labor Day** | **Labor Day** |
| **Tuesday** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** |
| **Wednesday** | I am learning how to show my knowledge of rhetorical situation and claims and evidence.  I can identify rhetorical situation.  I can identify claims and evidence. | What are the 5 parts of the rhetorical situation? | Help students get logged in and onto the platform to complete the progress check. |  |  | AP Classroom: Progress Check Unit 1 MCQ  Finish Rhetorical Analysis Essay | How did it feel to answer the questions on AP Classroom? Did you have any issues with the platform? What can I do to help with rhetorical situation and claim and evidence. |
| **Thursday** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** |
| **Friday** | I am learning how to show my knowledge on claim and evidence.  I can identify and describe claim.  I can write a claim. | Explain what a claim is. | Help students get logged in and onto the platform to complete the progress check. |  |  | AP Classroom: Progress Check Unit 1 FRQ  Finish Rhetorical Analysis Essay | How did it feel to answer the written question on AP Classroom? Did you have any issues with the platform? What can I do to help with rhetorical situation and claim and evidence. |

*a\*key literacy strategies*