		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Unit Title:	The Power of Propaganda					
Unit Big Idea: [1]	Prioritized Standards (ELAGSE9-10RI2, ELAGSE9-10RI3, ELAGSE9-10RI5, ELAGSE9-10RL2) Students will analyze informational texts to determine author's purpose. Students will also begin analyzing the construction of an author's argument.					
Standard/Domain [2]		*LABOR DAY NO SCHOOL*	**ELAGSE9-10RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**ELAGSE9-10RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**ELAGSE9-10RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**ELAGSE9-10RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Learning Target [3]			I can analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.	I can analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.	I can analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.	I can analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.
Essential Question [4]						
ELL	WIDA Standard					
	Language Obj.					
WICOR Strategy [5]						
Bell Ringer [6]			**Practice:** ELAGS59-10RI1 and RI3 EOC-style questions	**Practice:** ELAGS59-10RI1 and RI3 EOC-style questions	**Practice:** ELAGS59-10RI1 and RI3 EOC-style questions	**Quiz:** Rhetorical Devices
Opening Session ENGAGE [7]			Review bellringer.	Review bellringer.	Review bellringer.	N/A
Mini-Lesson(s) [8]			Ethos, Pathos, Logos	Annotating a Text		

Work Session [9]	Whole Group [10]		Introduction to Speech Analysis with whole-group practice using Lou Gehrig's "Farewell to Baseball Address." We will read the speech together, underlining any rhetorical devices that we can find. Students should use their rhetorical devices notes. We will then pick 5 devices to further analyze by examining how they are being used in the speech.	Review mini-lesson. We will go over how to annotate a text with purpose and practice as a class with a part of Lincoln's "Gettysburg Address." Provided note outline for mini-lesson is in the style of Cornell Notes.		
	Teacher-Directed Station [11]					
	Collaborative Station [12]			Introduce Collaborative Rhetorical Analysis Poster. Students will work in groups of 3 to annotate a speech. Students will begin annotating their group's speech using the annotation mini-lesson notes. Each student will annotate a copy of their given speech for further practice.	Students will continue working on their collaborative analysis activity. Speeches should be annotated by the end of class. Students will look for rhetorical devices and figurative and literal language; identify the speech's subject, purpose, author, context, and tone; write a 5-8 sentence summary of the speech, and include at least three rhetorical devices on their poster, with explanation.	After the quiz (30 minutes), students will continue their work on their collaborative analysis.
	Technology Station [13]					
	Independent Station [14]					
Close [15]			**Exit Ticket:** Quick formative assessment over rhetorical devices and ethos, pathos, and logos to help create groups for speech acitivty.	Students will use the remainder of the class period to begin annotating their speeches.	Students will use the entire class period to work on their collaborative assignment.	Students will continue working on their collaborative assignment and create a task list for Monday, 9/9.

			Environment: Student groups created using teacher data (formatives from last week with "Magnolia Miscreants" article work and exit slip on rhetorical devices). Speeches have been tiered based off of apparent ability and comprehension.	Environment: Student groups created using teacher data (formatives from last week with "Magnolia Miscreants" article work and exit slip on rhetorical devices). Speeches have been tiered based off of apparent ability and comprehension.	Environment: Student groups created using teacher data (formatives from last week with "Magnolia Miscreants" article work and exit slip on rhetorical devices). Speeches have been tiered based off of apparent ability and comprehension.
Differentiation [16]					
Assessment EVALUATE [17]			Collaborative Rhetorical Analysis Poster	Collaborative Rhetorical Analysis Poster	Collaborative Rhetorical Analysis Poster
Literacy Integration [18]					
Technology Integration [19]		Quizizz Homework over Rhetorical Devices	Quizizz Homework over Rhetorical Devices	Quizizz Homework over Rhetorical Devices	
Reflection [20]					

[1] Insert the standard and it's identifier. For example:
ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as
well as inferences drawn from the text.

[2] Insert the standard and it's code. For example: ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as
well as inferences drawn from the text.

[3] What should students be able to do after mastering this?

[4] Imagining and Creating
Write your essential questions for the unit or day.

[5] Writing
Inquiry
Collaboration
Organization
Reading to Learn

[6] Engage the students right away. Can be combined with or the same as opening session.

[7] Imagining and Creating
Lesson Introduction/Mini-Lesson/Lecture/Modeling/Demonstration/etc.

[8] Please describe the mini-lessons you will use each day.

[9] Work sessions can be whole group or completed in stations. Our personalized learning plan expects teachers to be using the four stations listed to the right
on a regular basis.

[10] Describe the activity or activities you have designed for your students to complete as a whole group.

[11] What are you doing with the students in the teacher directed station?

[12] What are the students doing in the collaborative station?

[13] What are the students doing in the technology station?

[14] What are the students doing in the independent station?

[15] Imagining and Creating
Review & Clarify Key Points/Student Reflections/Clear Up Misconceptions/etc.

[16] Content/Process/Products/Environment

[17] Analyzing
Where are my students? How are they progressing? Are they moving towards mastery? Diagnostic/Formative/Summative

[18] Vocabulary/Literacy Strategies

[19] What technology will be used in the lesson and how?

[20] Improve/Modify
What can be changed/improved for next year?