

Teacher: Jason Kelty

Grade Level: 12

Date: 10-29-2019

Content Area: Senior English

Unit: RHETORICAL ANALYSIS

<p><b>Standards:</b></p> <p>C.11-12.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.</p> <p>C.11-12.2c Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><b>Learning Targets Congruent to Standard(s)</b></p> <p>I CAN...identify methods for effective rhetoric.</p> <p>I CAN...articulate personal messages professionally</p> <p>I CAN...SPONTANEOUSLY speak, as well as with planning.</p>
<p><b>Essential Question:</b></p> <p>What makes an authentic argument AFFECTIVE?</p> <p>How do I plan and execute personal persuasions?</p>	<p><b>Homework Assignments:                      Due Date (start of class)</b></p> <p>Top 10 personal activities                      Wed, 10-30</p>
<p style="text-align: center;"><b>THE GAME PLAN</b></p> <p>10/28 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score          &lt; TEST &gt; Complete 50 question summative over BRAVE NEW WORLD          # Curved discussion (should BNW and Personal Essay be taught as stand-alone units?)</p> <p>10/29 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score          &lt; SPEAKER &gt; Who are you as a spokesperson          # Fishbowl over same interest topics (fishing, sports, college need, family routines, nutrition, exercise)</p> <p>10/30 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score          &lt; MESSAGE &gt; What messages have you to share with YOUNGER PEERS, ELDERS          # Authentically share your message</p> <p>10/31 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score          &lt; AUDIENCE &gt; Same message communicated 3 ways for 3 audiences          # Who sold the message most effectively for each AUDIENCE Type</p> <p>11/1 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score          &lt; RHETORICAL TRIANGLE (same topic, all students)          Title as individual improve example          &gt; Develop all aspects of RHETORICAL Triangle as THREE MEMBER GROUPS          # Kelty's RHETORICAL advice about Post-Secondary</p>	<p><b>Methods of Formative / Summative Assessments (bold):</b></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback          Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p><b>Oral Questions on content, Product/Performance of content</b></p> <p><b>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</b></p> <p><b>Student Self Evaluation</b></p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><b>Modifications / Accommodations for diverse students:</b></p> <p>Required modifications are provided for students with 504 Plan or other Individual Education Plan (I.E.P.). These may include preferential seating, teacher-generated notes, and additional time to complete tasks, individual prompts, modified tests and instruction, or restatement of instruction. Recorded in Infinite Campus.</p> <p><b>Gifted and Talented differentiation:</b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p> <p>DOCUMENT sharing an AUTHENTIC message with a specific audience (Service Hours possible)</p>
<p><b>Instructional Methods for "Practice/Play:":</b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b>Literacy Inclusion:</b> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><b>Unit Vocabulary:</b></p> <p><b>College/Career connections:</b></p>	

