

Teacher: Jason Kelty

Grade Level: 12

Date: 11-6-2019

Content Area: Senior English

Unit: RHETORICAL ANALYSIS

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| <p>Standards:</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>Learning Targets Congruent to Standard(s)</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>Essential Question:</p> <p>What makes an authentic argument AFFECTIVE?</p> <p>How do I plan and execute personal persuasions?</p> | <p>Homework Assignments: Due Date (start of class)</p> |
| <p style="text-align: center;">THE GAME PLAN</p> <p>11/4 <Ballringer >Practice / Play \$ Final Score < > # no school</p> <p>11/5 <Ballringer >Practice / Play \$ Final Score < > # no school</p> <p>11/6 <Ballringer >Practice / Play \$ Final Score < new seats/practice speech > Listen: What to a slave is the 4th of July # Authentically Share your message</p> <p>11/7 <Ballringer >Practice / Play \$ Final Score < practice speech > student shared speeches # analyze 4th of July speech: SPEAKER, MESSAGE, AUDIENCE</p> <p>11/8 <Ballringer >Practice / Play \$ Final Score < RHETORICAL TRIANGLE (same topic, all students) song analysis > individual lyric analysis: SPEAKER, MESSAGE #</p> | <p>Methods of Formative / Summative Assessments (bold):</p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p>Oral Questions on content, Product/Performance of content</p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p>Student Self Evaluation</p> <p>Pre-Test, Quiz, Test, Product Other [describe]:</p> <p>Modifications / Accommodations for diverse students:</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>Gifted and Talented differentiation:</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>Instructional Methods for “Practice/Play:”: direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p>Literacy Inclusion: reading, writing, journal, on demand, constructed response, oral presentation</p> <p>Unit Vocabulary:</p> <p>College/Career connections:</p> | |

