




<b>Unit Title:</b>	Against All Odds
<b>Unit Vocabulary:</b>	<b>Academic:</b> Acknowledge, Analyze, Apply, Ask, Clarify, Conduct, Consider, Convey, Create, Demonstrate, Determine, Establish, Explain, Initiate, Interpret, Introduce, Link, Make (intentional decisions), Organize, Paraphrase, Participate, Present, Produce, Summarize, Use, Write (arguments to support), Write (narratives to develop) <b>Content-Specific:</b> Audience, Etymology, Meaning, Perspective, Possible biases of the speaker
<b>Upcoming Common Assessments (MasteryConnect):</b>	Quarter 1 Quiz 1 (minor grade) on 08/26

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b>  (Opening, may include "Scholar Starter")	<b>Learning Experience</b>  (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b>  (Closing)	<b>WICOR, AVID and/or ELlevation Strategies</b>  (aligned with learning objective)
<b>M O N D A Y</b>	<b>Standard</b> (write out): ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text.  <b>Learning Objective</b> Skill (what), Content (why), Product (how): I can critique an author's use of rhetorical strategies and evaluate how the rhetorical strategies shape the text's meaning and the effectiveness of	Discussion Question: How do your words impact others?	<b>Standards Based Materials &amp; Resources:</b> Excerpt from <i>A Chance in the World</i> by Steve Pemberton, pp.7-14, <i>HMH Into Literature G9</i> . <a href="#">Rhetoric Lesson</a> <a href="#">The Gettysburg Address</a> used to further analyze rhetoric <a href="#">Rhetoric Notes</a>  <b>Content/Academic Vocabulary:</b> Content: sanctuary, fathom, baffle, cacophony, thwart Academic: Literary nonfiction, figurative language (metaphor, simile, hyperbole, personification, idiom), sensory details, author's perspective, diction, rhetoric, characterization  <b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> Sentence Stems Word Bank: Unit 1 A Chance in the World Academic/Con... Visual Aid/Physical Cues	Rhetoric Chart and TDQ	On a Post-It note, please rate your understanding of rhetorical strategies: Doesn't make sense I kind of get it but am still unclear Got it but working on evaluating them Got it--know it--I'm good Please leave your note on the Parking Lot as you leave.	Students work in groups with assigned roles (reader, note-taker, thinker, speaker) to read Gettysburg Address, analyze with Rhetoric Chart, discuss findings, and complete TDQ

	the author's perspective and purpose by evaluating rhetorical strategies used in "The Gettysburg Address" and discussing those strategies with my peers.		<p><b><u>Opportunities to SWRL:</u></b>  <a href="#">Rhetorical Analysis Chart</a>  <a href="#">Gettysburg Address Rhetorical Strategies TDQ</a></p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b>  <b>Level 1:</b> What is rhetoric? Why is it important to recognize rhetoric?  <b>Level 2:</b> Find 3 phrases in the text that made an impression on you as a reader. What was the effect of those phrases? Why do you think the author wrote them?  <b>Level 3:</b> Choose two rhetorical strategies presented in the Gettysburg Address. What effect do these rhetorical strategies have on the overall message of the speech? How does it contribute to the theme of honoring the fallen?</p>			
T U E S D A Y	<p><b>Standard</b> (write out): multiple</p> <p><b><u>Learning Objective</u></b>  Skill (what), Content (why), Product (how):  I can analyze how author's perspective, context, and rhetorical strategies contribute to the meaning of a text as a whole by completing a cold-read quiz.</p>	What concerns or questions do you still have about author's perspective, literary context, or rhetoric?	<p><b><u>Standards Based Materials &amp; Resources:</u></b>  E1 Unit 1 Quiz 1 on Mastery Connect  Capitalization 1 on No Red Ink</p> <p><b><u>Content/Academic Vocabulary:</u></b>  Content: sanctuary, fathom, baffle, cacophony, thwart  Academic: Literary nonfiction, figurative language (metaphor, simile, hyperbole, personification, idiom), sensory details, author's perspective, diction, rhetoric, characterization</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b>  Sentence Stems  Word Bank:   Unit 1 A Chance in the World Academic/Con...  Visual Aid/Physical Cues</p> <p><b><u>Opportunities to SWRL:</u></b>  E1 Unit 1 Quiz 1  <a href="#">Capitalization 1: Sentences, Names, and "I"</a></p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b>  <b>Level 1:</b> see quiz  <b>Level 2:</b>  <b>Level 3:</b></p>	E1 Unit 1 Quiz 1  <a href="#">Capitalization 1: Sentences, Names, and "I"</a>	Concerning the quiz: What do you think you did well? What do you think you still need more work?	

W E D N E S D A Y	<p><b>Standard</b> (write out): ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text.</p> <p><u><b>Learning Objective</b></u> <b>Skill (what), Content (why), Product (how):</b> I can assess how the rhetorical strategies used in "Is Survival Selfish?" influence the audience's interpretation and response by completing a mini-research on fallacious reasoning and assessing possible faulty logic in the article.</p>	<p>Moral Dilemma: Imagine you and a friend are rock climbing and the line snaps. You're both in danger of plummeting to the ground far below. You're an experienced climber who might be able to reach the ledge and save yourself, but you know your friend won't be able to hang on to the side of the cliff much longer. Do you save yourself and head toward safety, or risk your life in trying to save your friend? Why did you choose one action over the other?</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b> "Is Survival Selfish?" by Lane Wallace, pp. 23-26. <i>HMH Into Literature G9</i>. Review author's perspective and rhetoric (fallacious/faulty reasoning) <a href="#">Is Survival Selfish Content and Academic Vocabulary</a> Vocabulary in Context</p> <p><b><u>Content/Academic Vocabulary:</u></b> Content: Laud, Transfix, Consume, Berate, Edict Academic: author's perspective, rhetoric, fallacious reasoning, argument, claim, reason, evidence, conclusion, counterclaim, rebuttal</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b> Sentence Stems Word Bank: Visual Aid/Physical Cues</p> <p><b><u>Opportunities to SWRL:</u></b> Identify Faulty Reasoning Mini-Research</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b> <b>Level 1:</b> What is fallacious reasoning? <b>Level 2:</b> In paragraph 3, Wallace poses a series of questions to get her readers thinking about what is selfish and what is heroic. What is the effect of these questions? <b>Level 3:</b> Wallace writes that "Self-preservation is supposedly an instinct. So one would think that in life-and-death situations, we'd all be very focused on whatever was necessary to survive." Explain how she argues that as a generalization this reasoning is fallacious.</p>	<p>Identify Faulty Reasoning Mini-Research</p>	<p>Write down two examples of fallacious reasoning/faulty logic that you have seen, heard, and/or read.</p>	<p>Mini-research on fallacious reasoning/faulty logic and its applications</p>
T H U R S	<p><b>Standard</b> (write out): ELA.E1.AOR.5.3 Analyze an author's argument while evaluating the effectiveness of the</p>	<p>What makes a good argument?</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b> "Is Survival Selfish?" by Lane Wallace, pp. 23-26. <i>HMH Into Literature G9</i>. <a href="#">Arguments and Claims</a> <a href="#">Notes: Analyze Argument</a> Rhetorical Appeals: ethos, pathos, logs</p>	<p><a href="#">Analyzing the Argument--Is Survival Selfish?</a></p>	<p>Does Wallace make an effective argument? Explain.</p>	<p>Argument Analysis Organizer used in a Think Pair Share</p>

D A Y	<p>types of reasoning and/or the rhetoric used in an informational text.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can critique the development of Lane Wallace's argument by evaluating the strategic use of reasoning (e.g., inductive, deductive, causal) and rhetorical appeals (ethos, pathos, logos) through the use of an argument analysis organizer on "Is Survival Selfish?"</p>		<p>Reasoning: inductive, deductive, causal <b><u>Content/Academic Vocabulary:</u></b> Content: Laud, Transfix, Consume, Berate, Edict Academic: author's perspective, rhetoric, fallacious reasoning, argument, claim, reason, evidence, conclusion, counterclaim, rebuttal</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b> Sentence Stems Word Bank: Visual Aid/Physical Cues</p> <p><b><u>Opportunities to SWRL:</u></b> <a href="#">Analyzing the Argument--Is Survival Selfish?</a> Think Pair Share with the argument organizer <b><u>Costa's Levels of Thinking/Questioning:</u></b> <b>Level 1:</b> What is Wallace's claim? <b>Level 2:</b> Wallace writes that "the number one determining factor for survival is simply whether people hold it together in a crisis or fall apart." Is this a claim, reason, or evidence? Explain. <b>Level 3:</b> In the final paragraph, Wallace writes that there can be "a fine line between smart and selfish," and that "sometimes there's no line at all between the two." How does she support this claim?</p>			
F R I D A Y	<p><b>Standard</b> (write out): ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and</p>	<p>After reading the article, and thinking about Wallace's claim, how would you define "survival instinct"?</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b> "Is Survival Selfish?" by Lane Wallace, pp. 23-26. <i>HMH Into Literature G9.</i> Socratic Seminar Questions</p> <p><b><u>Content/Academic Vocabulary:</u></b> Content: Laud, Transfix, Consume, Berate, Edict Academic: author's perspective, rhetoric, fallacious reasoning, argument, claim, reason, evidence, conclusion, counterclaim, rebuttal</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b> Sentence Stems Word Bank: Visual Aid/Physical Cues</p>	<p><a href="#">Socratic Seminar - "Is Survival Selfish?"</a></p>	<p>How does the concept of "fight or flight" relate to survival ethics? Is there a third option beyond these two instinctive responses?</p>	<p>Socratic Seminar</p>

<p>b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.</p> <p><b><u>Learning Objective</u></b>  <b>Skill (what), Content (why), Product (how):</b>  I can initiate and participate in discussions about "Is Survival Selfish?" that build on the ideas of others through relevant questions and offer responses that clarify thinking and express new ideas.</p>		<p><b><u>Opportunities to SWRL:</u></b>  <a href="#"><u>Socratic Seminar - "Is Survival Selfish?"</u></a></p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b>  <b>Level 1:</b> Wallace begins with the example of J. Bruce Ismay and the Titanic. How does this historical context shape our understanding of survival ethics? Has our perception of "women and children first" changed since 1912, and if so, how?  <b>Level 2:</b> Analyze the statement: "Saving yourself is not always selfish and saving someone else is not always brave." Do you agree or disagree? Provide examples from the text or your own experiences to support your position.  <b>Level 3:</b> The author states that survivors often feel guilty for not saving others. Why do you think this guilt occurs, and is it justified? How do "mixed messages about survival ethics" contribute to this guilt?</p>			
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