



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Voice in Synthesis
Course	English II PreAP	Dates	1/23-1/27

Monday (1/23) Completing Lesson 3.6 and starting 3.7 pp. 84-90 Major 1 Wed/Thurs	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Read closely and analyze excerpts from a Supreme Court opinion2. Use context clue to determine word meanings3. Understand how a Supreme Court opinion is an example of synthesis4. Analyze the use of rhetorical strategies5. Compare and contrast majority and dissenting opinions <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Exploring the background of the Tinker case3. Close reading of a Supreme Court opinion, excerpt 24. Lesson 3.7 Part 1 Evaluating Fortas's Rhetoric5. Introducing SOPASTONE as a Lens for Analysis6. Exit Slip7. *Renaissance Make-Ups <p>Formative Assessment: First and second readings of Excerpt 2, <i>see</i> p.84</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines</p> <p>Follow-Up/Homework: Renaissance Make Up Next Week, Vocabulary Quiz Friday the 27th</p>
Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.	



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Tuesday (1/24) Lesson 3.7 pp. 86-90	Daily Objective: SWBAT: <ol style="list-style-type: none">1. Read closely and analyze excerpts from a Supreme Court opinion2. Analyze the use of rhetorical strategies3. Compare and contrast majority and dissenting opinions
Major 1 Wed/Thurs	Agenda with Approximate Time Limits: <ol style="list-style-type: none">1. Blooket Vocabulary2. Using SOPASTONE as a Lens for Analysis3. Comparing and Contrasting Rhetorical Strategies4. Exit Slip <p>Formative Assessment: First and second readings of Excerpt 2, see p.84</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines</p> <p>Follow-Up/Homework: Renaissance Make Up Next Week, Vocabulary Quiz Friday the 27th</p>
Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.	
Wednesday/Thursday (1/25-1/26) Assess and Reflect on LC 1 91-94	Daily Objective: SWBAT: <ol style="list-style-type: none">1. Read closely and analyze excerpts from a Supreme Court opinion2. Analyze the use of rhetorical strategies3. Compare and contrast majority and dissenting opinions <p>Agenda with Approximate Time Limits:<ol style="list-style-type: none">1. Blooket Vocabulary2. Using SOPASTONE as a Lens for Analysis3. Assess and Reflect on Learning Cycle 1 (Major 1)<p>Formative Assessment: First and second readings of Excerpt 2, see p.84</p></p>



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	<p>Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>
<p>Friday (1/27) Assess and Reflect on LC 1 91-94</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Read closely and analyze excerpts from a Supreme Court opinion2. Analyze the use of rhetorical strategies3. Compare and contrast majority and dissenting opinions <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Vocabulary Quiz2. Assess and Reflect on Learning Cycle 1 (Major 1) <p>Formative Assessment: Assess and Reflect on Learning Cycle 1 (Major 1)</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines</p> <p>Follow-Up/Homework:</p>
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