| **Teacher Name**  |  Bandera-Duplantier | **Unit Name**  | **Making your Argumentative Move**  |
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| **Course**  | **English II PreAP**  | **Dates**  | **9/4-9/8**  |

| **Monday****(9/4)****LABOR DAY!**  | **Daily Objective:** SWBAT:1. NOT WORK!
2. HAVE FUN!
3. CATCH UP ON HOME WORK!

  **Agenda with Approximate Time Limits:**  1. Sleep
2. Eat
3. Nap
4. Sleep
5. Nap
6. Eat
7. Fun!

**Formative Assessment:** Funorometer**Modifications:** Sunshine, water balloons. **Intervention:** Trip to Disney Land **Extension:** Take Tuesday off **Follow-Up/Homework:** Vocabulary Quiz Friday. Summer Reading Assignment **2nd Major Wed/Thurs this week.**  |
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|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |

| **Tuesday****(9/5)****Lesson 1.1 and 1.2 Revisit Arguing for an Image of Abe** **(Review of Part 3 and first Extension opportunity assignment pp.70-72)** | **Daily Objective:** SWBAT:1. Observe and analyze visual texts. 12(b)
2. Draft a brief argument incorporating evidence 15(a)
3. Understand the concepts of the rhetorical situation. (1b)
4. Identify rhetorical features and moves in an argument. 10(a)
5. Write complex sentences describing writers’ rhetorical moves. 15(A)

  **Agenda with Approximate Time Limits:**  1. Introduction to Vocabulary List 2(5-10 minutes)
2. Remind students about Summer Reading Assignment.
3. Review of Part Describing Writers’ Moves (10 mins)
4. Revisit and adding to the RAV wall. (10 mins)
5. Individual revision of group’s original argument from Friday (15-20 minutes)
6. Exit Ticket Vocabulary Blooket Review (Until Bell.)

**Formative Assessment:** Independent revising of collaborative group’s argument.**Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Word Walls, Bilingual Dictionaries. **Intervention:** Co-Teacher, Shared Classroom Observation Chart, Collaborative Writing**Extension:** Kazu Hiro’s 3-D sculpture [link](https://www.designboom.com/art/kazuhiro-tsuji-abraham-lincoln-dax-gallery-06-02-2015/) and Blooket Vocabulary Review **Follow-Up/Homework:** Vocabulary Quiz Friday over week one and week two words. **1st Major Wed/Thurs this week.**  |
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|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |
| **Friday****(9/8)****Preview of 1.3****(pp. 73-74)**Today you will basically do a Part 2 of lesson 1.3 on page 74 but with different images that you want to use for your class. The goal is to introduce observation and inferences skills to help them for their first major this week. Note: Make sure you have completed both lessons 1.1 and 1.2 by the end of today.  | **Daily Objective:** SWBAT: 1. Closely observe and analyze telling visual and textual details. 12(a)
2. Analyze a rhetorical situation. 10(a)
3. Write a brief analysis. 16(A,B)

  **Agenda with Approximate Time Limits:**  * 1. Vocabulary Blooket Review (5-7 minutes)
	2. Observing Visual and Textual Details in a Cartoon. (10 mins)
	3. Drawing Inferences (20-30 mins)
	4. Exit Ticket Vocabulary Blooket Review (Until Bell.)

**Formative Assessment:** Independent Student Annotations, Exit Ticket that Supports the Writing Process, Blooket Vocabulary Review**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall  **Intervention:** Co-Teacher, Feedback, Sample student paragraph. Paragraph frame. **Extension:** Lesson 1.1 Revisit, Website for more exposure to the artist who created the images provided and his 3D sculptures. **Follow-Up/Homework:** Vocabulary Quiz Friday over Week one and two words.  **1st Major Wed/Thurs this week.**    |
|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |
| **Wednesday/Thursday****(9/6-9/7)****Lesson 1.3 What Makes a Compelling Argument? (pp. 73-77)****Note: 1st Major Grade Today**  | **Daily Objective:** SWBAT: 1. Closely observe and analyze telling visual and textual details. 12(a)
2. Analyze a rhetorical situation. 10(a)
3. Write a brief analysis. 16(A,B)

**Agenda with Approximate Time Limits:**  * 1. Vocabulary Blooket Review (5-7 minutes)
	2. Observing Visual and Textual Details in a Cartoon. (10 mins)
	3. Drawing Inferences (20-30 mins) **(Part 1 of Major 1)**
	4. Analyzing the Argument (20-30 mins)
	5. Think-Pair-Write-Do not Share (Until end of class) **(Part of Major 2)**
	6. Vocabulary Blooket Review (When finished with Major 2)

**Formative Assessment:** Independent Student Annotations, Exit Ticket that Supports the Writing Process, Blooket Vocabulary Review**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall  **Intervention:** Co-Teacher, Feedback, Sample student paragraph. Paragraph frame. **Extension:** Lesson 1.1 Revisit, Website for more exposure to the artist who created the images provided and his 3D sculptures. **Follow-Up/Homework:** Vocabulary Quiz Friday over Week one and two words.  |
|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |
| **Friday** **(9/8)****Lesson 1.4 Laying the Foundation for *Reality is Broken* (pp. 78-82)**  | **Daily Objective:** SWBAT: 1. Read a text and mine for evidence. 10(A)
2. Identify claims, evidence, reasoning, and rhetorical moves in a written argument. 10(A)
3. Work collaboratively and engage in a purposeful academic discussion. 15(A)

**Agenda with Approximate Time Limits:**  * 1. Vocabulary Quiz Week 1 and 2 (10 mins)
	2. Lingering-Question Chat Wall (5-7 mins)
	3. Identifying a claim in a written argument. (20-30 mins)
	4. Exit Ticket Students respond to text-dependent questions. (p. 79)

**Formative Assessment:** Vocabulary Quiz, Text-dependent questions, Blooket Vocabulary Review**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Rhetorical Analysis Verbs (RAV) Wall**Extension:** Additional text-dependent questions at various levels can be provided with or without sentence stems. Vocabulary Blooket Review **Follow-Up/Homework:** Enjoy your weekend.    |

**Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**