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| **Teacher Name** | Bandera-Duplantier | **Unit Name** | **Making your Argumentative Move** |
| **Course** | **English II PreAP** | **Dates** | **9/11-9/15** |

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| **Monday**  **(9/11)**  **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 2)**   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.** |
| **Tuesday**  **(9/12)**  **Lesson 1.3 What Makes a Compelling Argument? (pp. 73-77)**  **Preview of 1.4**  **(pp. 78-82)**  Today you can introduce Shakespeare and begin lesson 1.4. The goal is to complete lesson 1.4 by the end of the week. | **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 2)**   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.** |
| **Wednesday/Thursday**  **(9/07-9/08)**  **Shakespeare and Summer readings**  **Note: 1st Major Grade Today** | **Daily Objective:**  SWBAT:   1. Begin to develop an understanding of the life and times of William Shakespeare! 2. Read a text and mine for evidence. 10(A) 3. Identify claims, evidence, reasoning, and rhetorical moves in a written argument. 10(A) 4. Work collaboratively and engage in a purposeful academic discussion. 15(A)   **Agenda with Approximate Time Limits:**     * 1. Vocabulary Blooket Review (5-7 minutes)   2. Shakespeare Introduction part 2 (10-20 mins)   **Formative Assessment:** Summer Reading Assignment  **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall  **Intervention:** More time.  **Extension:** Shakespeare videos and websites  **Follow-Up/Homework:** Vocabulary Quiz Friday.  **2nd Major Wed/Thurs this week.** |
|  | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.** |
| **Friday**  **(9/09)**  **Lesson 1.4 Laying the Foundation for *Reality is Broken* (pp. 78-82)** | **Daily Objective:**  SWBAT:   1. Begin to develop an understanding of the life and times of William Shakespeare! 2. Read a text and mine for evidence. 10(A) 3. Identify claims, evidence, reasoning, and rhetorical moves in a written argument. 10(A) 4. Work collaboratively and engage in a purposeful academic discussion. 15(A)   **Agenda with Approximate Time Limits:**     * 1. Vocabulary Quiz Week (10-15 mins)   2. Final piece of Shakespeare notes   3. **Finish Lesson 1.4  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.**