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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.**