| **Teacher Name**  |  Bandera-Duplantier | **Unit Name**  | **Making your Argumentative Move**  |
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| **Course**  | **English II PreAP**  | **Dates**  | **8/28-9/1**  |

| **Monday****(8/28)****Lesson 1.1 Arguing for an Image of Abe** **(pp. 59-64)** | **Daily Objective:** SWBAT:1. Observe and analyze visual texts. 12(b)
2. Draft a brief argument incorporating evidence 15(a)

  **Agenda with Approximate Time Limits:**  1. Introduction to Vocabulary Do Now (5-7 minutes)
2. Remind students about Summer Reading Assignment.
3. Observing Two Images of Lincoln (10-15 minutes)
4. Independent Quickwrite (13 minutes)
5. Collaborative Writing (15-20 minutes)
6. DOL Vocabulary Blooket Review (Until Bell.)

**Formative Assessment:** Observation Charts, Quickwrites with claims and evidence, Collaborative Writing Arguments, Blooket Vocabulary Review**Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Electronic Submission and Spontaneous Feedback, Word Walls, Bilingual Dictionaries. **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing**Extension:** Follow-up prompt for Independent Quickwrite and Blooket Vocabulary Review **Follow-Up/Homework:** Vocabulary Quiz Friday over Week one words.   |
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|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |
| **Tuesday** **(8/29)****Lesson 1.1 Arguing for an Image of Abe** **(pp. 59-64)** | **Daily Objective:** SWBAT: 1. Observe and analyze visual texts. (12b)
2. Draft a brief argument incorporating evidence 15(a)
3. Review Classroom Procedures and Syllabus. ∞(gf.1.π.©)

  **Agenda with Approximate Time Limits:**  * 1. Vocabulary Blooket Review (5-7 minutes)
	2. Complete Two Lincoln’s Assignment (5-20 minutes)
	3. Two Lincoln’s Student Reflection (10-15 minutes)
	4. Classroom Syllabus and Procedures Introduction
	5. DOL Vocabulary Blooket Review (Until Bell.)

**Formative Assessment:** Observation Charts, Quickwrites with claims and evidence, Collaborative Writing Arguments, Blooket Vocabulary Review**Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Electronic Submission and Spontaneous Feedback, Word Walls, Bilingual Dictionaries. **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing**Extension:** Follow-up prompt for Independent Quickwrite and Blooket Vocabulary Review **Follow-Up/Homework:** Vocabulary Quiz Friday over Week one words.   |
|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |
| **Wednesday/Thursday****(8/30-8/31)****Lesson 1.2 What Makes a Compelling Argument? (pp. 65-72)**  | **Daily Objective:** SWBAT: 1. Understand the concepts of the rhetorical situation. (1b)
2. Identify rhetorical features and moves in an argument. 10(a)
3. Write complex sentences describing writers’ rhetorical moves. 15(A)

**Agenda with Approximate Time Limits:**  * 1. Vocabulary Blooket Review (5-7 minutes)
	2. Review Classroom Procedures and Expectations (5-20 minutes)
	3. Classroom Icebreakers (10-20 minutes)
	4. Teacher Introduction (0-10000 minutes)
	5. Begin Lesson 1.2 What Makes a compelling argument? 30-40 minutes)
	6. DOL 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, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**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 words  |
|   | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.**  |
| **Friday** **(9/1)****Lesson 1.2 What Makes a Compelling Argument? (pp. 65-72)**  | **Daily Objective:** SWBAT: 1. Understand the concepts of the rhetorical situation. (1b)
2. Identify rhetorical features and moves in an argument. 10(a)
3. Write complex sentences describing writers’ rhetorical moves. 15(A)

**Agenda with Approximate Time Limits:**  * 1. Vocabulary Quiz Week 1 (10 mins)
	2. Review Classroom Procedures and Expectations (5-20 minutes)
	3. Classroom Icebreakers (5-10 minutes)
	4. Complete Lesson 1.2 What Makes a compelling argument? 30-40 minutes)
	5. Student Reflection of First Week!

**Formative Assessment:** Vocabulary Quiz, 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, Modified Vocabulary Quiz**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** Lesson 1.1 Revisit, Website for more exposure to the artist who created the images provided and his 3D sculptures. Week 2 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.** |