| **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.** |