

| Teacher Name | Bandera-Duplantier | Unit Name | Voice in Synthesis |
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| Course | English II PreAP | Dates | 1/22-1/26 |

| Monday | Daily Objective: | |
|------------------------------|--|--|
| (1/22) | SWBAT: | |
| Completing Lesson 3.6 | Read closely and analyze excerpts from a Supreme Court opinion | |
| and starting 3.7 | Use context cluse to determine word meanings | |
| pp. 84-90 | 3. Understand how a Supreme Court opinion is an example of synthesis | |
| | 4. Analyze the use of rhetorical strategies | |
| Major 1 Wed/Thurs | 5. Compare and contrast majority and dissenting opinions | |
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| | Agenda with Approximate Time Limits: | |
| | Blooket Vocabulary | |
| | 2. Exploring the background of the Tinker case | |
| | 3. Close reading of a Supreme Court opinion, excerpt 2 | |
| | 4. Lesson 3.7 Part 1 Evaluating Fortas's Rhetoric | |
| | Introducing SOPASTONE as a Lens for Analysis | |
| | 6. Exit Slip | |
| | 7. *Renaissance Make-Ups | |
| | Formative Assessment: First and second readings of Excerpt 2, see p.84 | |
| | 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: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines | |
| | Follow-Up/Homework: Vocabulary Quiz Friday the 26 th | |
| | Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity. | |



| Tuesday | Daily Objective: |
|-------------------|--|
| (1/23) | SWBAT: |
| Lesson 3.7 | Read closely and analyze excerpts from a Supreme Court opinion |
| pp. 86-90 | 2. Analyze the use of rhetorical strategies |
| | 3. Compare and contrast majority and dissenting opinions |
| | |
| Major 1 Wed/Thurs | Agenda with Approximate Time Limits: |
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| | Blooket Vocabulary |
| | 2. Using SOPASTONE as a Lens for Analysis |
| | 3. Comparing and Contrasting Rhetorical Strategies |
| | 4. Exit Slip |
| | · · |
| | Formative Assessment: First and second readings of Excerpt 2, see p.84 |
| | Modifications: Sentence Starters, Sentence Stems, Sample Completed |
| | Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz |
| | Sentences, knetorical Analysis verbs (KAV) Wall, Modified Vocabulary Quiz |
| | Intervention, Co. Teacher, Flortronic Submission and Spontaneous Foodback |
| | Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall |
| | Students Establishing the Mictorical Analysis Verbs (NAV) Wall |
| | Extension: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines |
| | Follow He /Homeswark: Verschuler: Ovic Frider, the 20th |
| | Follow-Up/Homework: Vocabulary Quiz Friday the 26 th |
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| | Unit 3 Goal: To build students' analytical reading and writing skills so that |
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| | and a color and assert their coluctive based opinions with greater |

confidence and clarity.



| Wednesday/ | Thursday | Daily Objective: | |
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| (1/24-1/ | /25) | SWBAT: | |
| Assess and Refle | ect on LC 1 | Read closely and analyze excerpts from a Supreme Court opinion | |
| 91-94 | 4 | 2. Analyze the use of rhetorical strategies | |
| | | Compare and contrast majority and dissenting opinions | |
| | | 5. Compare and contrast majority and disserting opinions | |
| | | Annual Call Annual Control Williams | |
| | | Agenda with Approximate Time Limits: | |
| | | | |
| | | Blooket Vocabulary | |
| | | 2. Using SOPASTONE as a Lens for Analysis | |
| | | 3. Assess and Reflect on Learning Cycle 1 (Major 1) | |
| | | 5. Assess and Kenect on Learning Cycle I (Major I) | |
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| | | Formative Assessment: First and second readings of Excerpt 2, see p.84 | |
| | | | |
| | | Modifications: Sentence Starters, Sentence Stems, Sample Completed | |
| | | Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz | |
| | | Sentences, Knetorical Analysis verbs (KAV) Wall, Moullied Vocabulary Quiz | |
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| | | Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, | |
| | | Students Establishing the Rhetorical Analysis Verbs (RAV) Wall | |
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| | | Extension: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines | |
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| | | Follow-Up/Homework: Vocabulary Quiz Friday the 26th | |
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confidence and clarity.



| Friday | Daily Objective: | |
|----------------------------------|--|--|
| (1/26) | SWBAT: | |
| Assess and Reflect on LC 1 91-94 | | |
| | Agenda with Approximate Time Limits: | |
| | Vocabulary Quiz Assess and Reflect on Learning Cycle 1 (Major 1) | |
| | Formative Assessment: Assess and Reflect on Learning Cycle 1 (Major 1) | |
| | 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: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines Follow-Up/Homework: | |
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