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| **Teacher Name** | Bandera-Duplantier | **Unit Name** | **Making your Argumentative Move** |
| **Course** | **English II PreAP** | **Dates** | **9/05-9/09** |

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| **Monday**  **(9/05)**  **LABOR DAY!** | **Daily Objective:**  SWBAT:   1. NOT WORK! 2. HAVE FUN! 3. CATCH UP ON HOME WORK!     **Agenda with Approximate Time Limits:**     1. Sleep 2. Eat 3. Nap 4. Sleep 5. Nap 6. Eat 7. Fun!   **Formative Assessment:** Funorometer  **Modifications:** Sunshine, water balloons.  **Intervention:** Trip to Disney Land  **Extension:** Take Tuesday off  **Follow-Up/Homework:** Vocabulary Quiz Friday. Summer Reading Assignment    **2nd Major Wed/Thurs this week.** |
|  | **Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.** |
| **Tuesday**  **(9/06)**  **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. 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. Introduction to Shakespeare Notes (10-15 mins)   3. Part 1: Identifying a Claim in a written Argument. (Lesson 1.4)   4. Shakespeare Mini-Review (Until Bell.)   **Formative Assessment:** Independent Student Annotations, 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:** 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.** |
| **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)   3. Summer Reading Assignment Major (1 hr)   **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. |

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