



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Making your Argumentative Move
Course	English II PreAP	Dates	10/16-10/20

Monday (10/16)	<p>Daily Objective: SWBAT: Identify claims, evidence, reasoning, and rhetorical moves in a written argument. 10(A)</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Warm Up 2. Identifying a Claim in a written Argument. (Lesson 1.4/1.5 or 1.6) 3. Rhetorical moves analysis in <i>Virtual Reality</i> text. 4. Exit Ticket <p>Assessment: Guided Questions</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p>Intervention: More time.</p> <p>Extension: Sample Responses.</p> <p>Follow-Up/Homework: Vocabulary Quiz Thursday.</p>
Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.	



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<p>Tuesday (10/17) Major 1 TODAY</p>	<p>Daily Objective:</p> <p>SWBAT write and support conclusions based on text evidence from Acts 1 and 2 and 3 of <i>Julius Caesar</i>. Teks: 2.2 (b), 2.4 (b), 2.4 (e). 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Warm Up 2. Major 2: Julius Caesar Timed Writing <p>Formative Assessment: AP open ended Prompt 2009 B 3</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p>Intervention: Co-Teacher, Feedback, Sample student paragraph. Paragraph frame.</p> <p>Extension: More Essay!</p> <p>Follow-Up/Homework: Vocabulary Quiz Thursday.</p>
<p>Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.</p>	
<p>Wednesday/Thursday (10/18 /19)</p> <p>Today’s lesson will probably bleed into Thursday because of PSAT and Homecoming.</p>	<p>Daily Objective:</p> <p>SWBAT Understand what makes a good response to an AP Essay. Teks: 2.2 (b), 2.4 (b), 2.4 (e). 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Warm Up 2. Go over the AP Rubric 3. Students grade their responses 4. Students look at sample essays and calibrate what a good response looks like.



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	<p>5. Students revisit and grade their responses again. 6. Reflection on grading process.</p> <p>Assessment: Major 1 Review</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p>Intervention: More time.</p> <p>Extension: More sample response for students.</p> <p>Follow-Up/Homework: Vocabulary Quiz Thursday.</p>
<p>Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.</p>	
<p>Friday (10/20)</p>	<p>Daily Objective: SWBAT Understand what makes a good response to an AP Essay. Teks: 2.2 (b), 2.4 (b), 2.4 (e). 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Vocabulary Quiz 7 2. Go over the AP Rubric 3. Students grade their responses 4. Students look at sample essays and calibrate what a good response looks like. 5. Students revisit and grade their responses again. 6. Reflection on grading process. <p>Assessment: Major 1 Review</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p>Intervention: More time.</p>



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	<p>Extension: More sample response for students.</p> <p>Follow-Up/Homework: Vocabulary Quiz Thursday.</p>
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