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| **Teacher Name** | Bandera-Duplantier | **Unit Name** | **Voice in Synthesis** |
| **Course** | **English II PreAP** | **Dates** | **1/23-1/27** |

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| **Monday**  **(1/23)**  **Completing Lesson 3.6 and starting 3.7**  **pp. 84-90**  **Major 1 Wed/Thurs** | **Daily Objective:**  SWBAT:   1. Read closely and analyze excerpts from a Supreme Court opinion 2. Use context cluse to determine word meanings 3. Understand how a Supreme Court opinion is an example of synthesis 4. Analyze the use of rhetorical strategies 5. Compare and contrast majority and dissenting opinions   **Agenda with Approximate Time Limits:**     * 1. 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   5. 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:** RenaissanceMake Up Next Week, Vocabulary Quiz Friday the 27th |
|  | **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**  **(1/24)**  **Lesson 3.7**  **pp. 86-90**  **Major 1 Wed/Thurs** | **Daily Objective:**  SWBAT:   1. Read closely and analyze excerpts from a Supreme Court opinion 2. Analyze the use of rhetorical strategies 3. Compare and contrast majority and dissenting opinions   **Agenda with Approximate Time Limits:**     * 1. 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  **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*](landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines)  **Follow-Up/Homework:** RenaissanceMake Up Next Week, Vocabulary Quiz Friday the 27th |
|  | **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.** |
| **Wednesday/Thursday**  **(1/25-1/26)**  **Assess and Reflect on LC 1**  **91-94** | **Daily Objective:**  SWBAT:   1. Read closely and analyze excerpts from a Supreme Court opinion 2. Analyze the use of rhetorical strategies 3. Compare and contrast majority and dissenting opinions   **Agenda with Approximate Time Limits:**     * 1. Blooket Vocabulary   2. Using SOPASTONE as a Lens for Analysis   3. Assess and Reflect on Learning Cycle 1 (Major 1)   **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*](landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines)  **Follow-Up/Homework:** RenaissanceMake Up Next Week, Vocabulary Quiz Friday the 27th |
|  | **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.** |
| **Friday**  **(1/27)**  **Assess and Reflect on LC 1**  **91-94** | **Daily Objective:**  SWBAT:   1. Read closely and analyze excerpts from a Supreme Court opinion 2. Analyze the use of rhetorical strategies 3. Compare and contrast majority and dissenting opinions   **Agenda with Approximate Time Limits:**     * 1. Vocabulary Quiz   2. 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*](landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines)  **Follow-Up/Homework:** |
|  | **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.** |