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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.** |