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| **Teacher Name**  |  Messinger | **Unit Name**  | **Voice in Synthesis**  |
| **Course**  | **English II PreAP**  | **Dates**  | **1/16-1/20**  |

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| **Monday****(1/16)****MLK DAY !** | **Daily Objective:** SWBAT:1. Learn about Civil Rights!

  **Agenda:**  * 1. Go to the Parade!

 **Follow-Up/Homework:** Massive Civil Rights Movement Exam on Tuesday. Just kidding!  |
|   | **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** **(1/17)****Renaissance**  | **Daily Objective:** SWBAT: 1. Show how much their lexile level has increased!

  **Agenda:**  * 1. Hand out First Vocabulary List (First quiz next week)
	2. **Renaissance Test**

**Note: Major 1 Next week (Assess and Reflect pp.91-93)****Formative Assessment:** **Modifications:** **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing**Extension:** **Follow-Up/Homework:** Make 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****(1/18-1/19)****Lesson 3.4 and Lesson 3.5 Understanding the 1st Amendment and Inferring Word Meaning from Context** **(pp. 73-79)**  | **Daily Objective:** SWBAT: 1. Analyze the structure and meaning of a long, complex sentence
2. Practice sentence combining
3. Use context clues to infer the meaning of multiple-meaning words
4. Understand how Supreme Court rulings make use of specific words
5. Identify the rights granted by the first Amendment

**Agenda with Approximate Time Limits:**  * 1. First Amendment Do Now
	2. Choral Reading of the First Amendment
	3. Studying the Sentence Structure of the First Amendment
	4. Close Reading of the First Amendment
	5. Write-Pair-Share
	6. Generating Context-Specific Definitions
	7. Group Presentations (Optional and Time Dependent)

**Formative Assessment:** Write-Pair-Share**Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Electronic Submission and Spontaneous Feedback, Word Walls, Bilingual Dictionaries. **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing**Extension:** Enumerated Rights Research**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** **(1/20)****Lesson 3.6 Reading a Supreme Court Decision as an Act of Synthesis****(pp. 80-86)** Note: This lesson will probably bleed into Monday.  | **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

**Agenda with Approximate Time Limits:**  * 1. Exploring the background of the Tinker case
	2. Close reading of a Supreme Court opinion, excerpt 1
	3. Close reading of a Supreme Court opinion, excerpt 2

**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:** Enumerated Rights Research**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.** |