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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.** |