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| **Date:** | **1/2/17**  **Holiday** | **1/3/17**  **B Day** | **1/4/17**  **C Day** | **1/5/17**  **\*A Day\*** | **1/6/17**  **B Day** |
| **Objective:** |  | Students will re-evaluate their answer choices and the impact of words and phrases on meaning and tone. | Students will participate in step one of a jigsaw activity by reading an article about drones, and annotate as they read. | Students will demonstrate their preparedness for the Q2 final by completing a benchmark and scoring 70% or better. | Students will work in groups to add cited evidence to an ethos, logos, pathos chart for their assigned article. |
| **Essential**  **Question(s):** |  | How can I improve my score? With a new understanding of correct answers, how does this impact my understanding of the novel as a whole so far? | How do the articles make a compelling argument on whether or not to ban drones? | What concepts need to be readdressed before completing the Q2 final? | Students will analyze their article in groups for ethos, logos, and pathos. |
| **Standards:** |  | RI4, RI 2 | RI1, RI2, RI5 | W7, W8, W2e, W2a, W2, W2c, W2f | RI1, RI2, RI5 |
| **Warm-Up:** |  | WOD: Stark | WOD: Stout | WOD: Tawny | WOD: Tranquil |
| **Agenda:** |  | 1. Warm-up: WOD 2. Teacher will pass back RI 4 worksheet for 8 & 9. 3. Students will make a second attempt on worksheet. 4. Students will read Chapter 10 of A Long Way Gone. 5. Students will write a summary of the events in Ch 10. | 1. Warm-up: WOD 2. Teacher will distribute articles to students based on SRI scores. 3. Students will read and annotate their articles (2 questions, and 3 opinions), determine the main idea, provide an objective summary, and cite evidence for persuasive techniques | 1. Warm-up: WOD 2. Review of transitional words. 3. Students will complete the Q2 benchmark. 4. Students will read chapter 11 in A Long Way Gone. | 1. Warm-up: WOD 2. Teacher will pass back article formative assignment. 3. Students will move into groups and add cited evidence into an ethos, logos, pathos chart for their assigned article. |
| **Student Assignments:** |  | *Formative: Improved RI 4 Worksheet for Chapters 8 & 9* | *Formative: annotations, summary, and main idea.* | *Formative: Q2 Benchmark* | *Formative: Ethos, logos, pathos chart* |

**English Honors I – 1 & 3**