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| **Date:** | **1/16/17**  **MLK Jr Day** | **1/17/17**  **C Day** | **1/18/17**  **\*A Day\*** | **1/19/17**  **B Day** | **1/20/17**  **C Day** |
| **Objective:** |  | Students will finish their midyear assessments, and evaluate their peers’ contribution to the first two steps of the drone debate. | Students will demonstrate their ability to use ethos, pathos, and logos in developing a strong argument by participating in a debate about drones. | Students will use the evidence they have analyzed in groups to write an essay analyzing the strengths of articles about drones. | Students will use the evidence they have analyzed in groups to write an essay analyzing the strengths of articles about drones. |
| **Essential**  **Question(s):** |  | What tasks need to be resolved before the end of the quarter? | How should you structure your evidence to present a strong argument, counterargument, and rebuttal? | Which article makes a more compelling argument and why? | Which article makes a more compelling argument and why? |
| **Standards:** |  | W2e, W8, RI5, RI6, W2e, RI3, W2c, RI4, RL4, RL3, RL6, RL5, RL2 | SL3, SL4 | W2, W2a, W2c, W2e, W2f, W4 | W2, W2a, W2c, W2e, W2f, W4 |
| **Warm-Up:** |  | Pollution News ELA Article | Jellyfish News ELA article | Drone article annotations | n/a |
| **Agenda:** |  | 1. Warm-up: “Pollution” NewsELA article 2. Students will complete S1 bubble sheets. 3. Students will complete group evaluations 4. Students will share their presentations. | 1. Warm-up: “Jellyfish” NewsELA article. 2. Students will share their presentations. 3. Teacher will review debate rules. 4. Students will participate in debate.   *Classes were shortened due to fog delay.*  *English I – 1 lost privilege of debate due to poor behavior, began essay.* | 1. Warm-up: students will annotate essay articles. Students will read two other articles about drones. 2. Students will complete article prewriting. 3. Students will begin writing drone essay.   *English I – 3 did not have class due to half day schedule.* | 1. Warm-up: Q3 vocab packet 2. Students will complete Q3 diagnostic assessment. 3. Students will work on Drone Essay |
| **Student Assignments:** |  | *Formative: Pollution, evaluations* | *Formative: teacher observation of debate participation* | *Formative: teacher observation of student progress* | *Summative: Drone essay* |

**English Honors I – 1 & 3**