|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** | **1/23/17*****A Day*** | **1/24/17****B Day** | **1/25/17****C Day** | **1/26/17*****A Day*** | **1/27/17****B Day** |
| **Objective:** | 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. | After taking notes on poetry following along with a power point, and discussing examples in the textbook, students will be able to complete a formative worksheet with a 70% or better. | Following teacher example, students will be able to submit a typed essay that integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.  | After taking notes on poetry following along with a power point, and discussing examples in the textbook, students will be able to complete a formative worksheet with a 70% or better. |
| **Essential****Question(s):** | Which article makes a more compelling argument and why? | Which article makes a more compelling argument and why? | What is the difference between organic and traditional poetry? What are elements of poetry and why do poets employ them? | How should a document be set up to follow MLA format and citation? | How does figurative language enhance the meaning of the poem? |
| **Standards:** | W2, W2a, W2c, W2e, W2f, W4 | W2, W2a, W2c, W2e, W2f, W4 | RL4, RL10, L5 | W2, W2a, W2c, W2e, W2f, W4, W8 | RL4, RL10, L5 |
| **Warm-Up:** | Bayonet | Bawdy | Belch | Bereave | Billowing |
| **Agenda:** | 1. Warm-up: vocabulary
2. Students will work on their essay.
3. Teacher will review chapter 14 summary.
4. Students will listen to/read Chapter 15.
5. Students will answer Chapter 15 questions.
 | 1. Warm-up: vocabulary
2. Students will finish their essay.
3. Students will read Chapter 16.
4. Students will answer Chapter 16 questions.
 | 1. Warm-up: vocabulary
2. Students will take notes on poetic form on pages 740 – 742.
3. Slides 1-10 PPT
4. P. 741 example
5. Slides 11-19 PPT
6. Twilight video of Fire and Ice
7. P. 743 example
8. Workshop formative worksheet
 | 1. Warm-up: vocabulary
2. Students will be issued a laptop.
3. Teacher will walk students through MLA format.
4. Students will type their essay in MLA format.
5. Teacher will assist students in creating Works Cited page.
6. Students will submit their essays digitally.
 | 1. Warm-up: vocabulary
2. Students will read p 744 figurative language.
3. Students will complete “Student notes fig language” as they follow PPT
4. Students will complete “Figurative language formative”
5. Students will work in groups to answer close reading questions P. 745-747
 |
| **Student Assignments:** | *Formative: Chapter 15 questions* | *Formative: Chapter 16 questions* | *Formative: workshop formative worksheet* | *Summative: essay* | *Formative: figurative language formative worksheet* |

**English Honors I – 1 & 3**