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| **Date:** | **1/9/17****SNOW Day** | **1/10/17****SNOW Day** | **1/11/17****C Day** | **1/12/17****\*A Day\*** | **1/13/17****B Day** |
| **Objective:** |  |   | Students will work in groups to create a master list of the pros and cons of banning drones. | Students will complete the Q2 Final exam. | Students will demonstrate their knowledge of persuasive techniques by working in teams to prepare arguments substantiated by evidence. |
| **Essential****Question(s):** |  |  | How do the articles make a compelling argument on whether or not to ban drones? | What concepts were successfully accomplished at the end of Q2? | What evidence can we use to make a strong and compelling argument on whether or not to ban drones? |
| **Standards:** |  |  | RI1, RI2, RI5 | W2e, W8, RI5, RI6, W2e, RI3, W2c, RI4, RL4, RL3, RL6, RL5, RL2 | RI1, RI2, RI5 |
| **Warm-Up:** |  |  | WOD: Unbiased | WOD: Vermilion | WOD: Wither |
| **Agenda:** |  |   | 1. Warm-up: WOD
2. Students will share their article with a second level of the jigsaw highlighting the ELP chart, and their summary.
3. Students will create a master pro/con list using cited evidence listed from strongest to the least.
4. Students will read chapter 13 in A Long Way Gone.
 | 1. Warm-up:
2. Students will complete the Q2 final exam.
3. Students will read and annotate 2 other articles about drones.
 | 1. Warm-up: WOD
2. Teacher will review debate rules.
3. Students will be divided into debate teams.
4. Students will meet in their groups to discuss their evidence and highlight their strongest evidence.
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| **Student Assignments:** |  |  | *Formative: Pro/Con List* | *Summative: Q2 final exam* | *Formative: contribution to group collaboration* |

**English Honors I – 1 & 3**