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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 demonstrate their ability to use ethos, pathos, and logos in developing a strong argument by participating in a debate about drones. | Students will analyze two more articles about drones, evaluating them for strengths of persuasive techniques. | 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):** |  | 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? | Which article makes a more compelling argument and why? |
| **Standards:** |  | SL3, SL4 | RI2, 4 | 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 group evaluations 3. Teacher will review debate rules. 4. Students will participate in debate. | 1. Warm-up: “Jellyfish” NewsELA article. 2. Students will share their presentations. 3. Students will annotate essay articles. Students will read two other articles about drones.   *Classes were shortened due to fog delay.* | 1. Warm-up: Students will complete article prewriting. 2. 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 – 2**