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| **Standard**:  **1.B Reading-**Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.B Writing**- Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** **Reading-** Identify and explain claims and evidence within an argument.  **3.B** **Reading**- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **4.A** **Writing-** Develop a paragraph that includes a claim and evidence supporting the claim.  **4.B** **Writing-** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | I am learning how to identify and analyze rhetorical situation and claims and evidence.  I can complete the Unit 2 Progress Check MCQ. | AP Classroom: Watch the Skill 4.A Daily Video 1 and answer the following question: -How do you select evidence to amplify a point? |  |  |  | Complete the Unit 2 Progress Check: MCQ | What question number are you at? |
| **Tuesday** | I am learning how to identify and analyze rhetorical situation and claims and evidence.  I can complete the Unit 2 Progress Check FRQ. | AP Classroom: Watch the Skill 4.A Daily Video 2 and answer the following question:  The video ends with a quote from Aristotle, what are your opinions on that quote? What kind of evidence could Aristotle use to support his claim in the quote? |  |  |  | Complete the Unit 2 Progress Check: FRQ | After completing the MCQ questions and the FRQ question, what are you still struggling with? |
| **Wednesday** | I am learning how to write a claim and find evidence to support a prompt.  I can write a defensible claim.  I can brainstorm evidence/reasons that support my claim. | Read pages 141-149  Take notes on:  -how to write a thesis and a call to action  -Induction and deduction organizational strategies  -syntax choices | Go over the prompt on page 150:  **In considering societal laws that govern nations versus natural laws that guide human behavior, early Christian theologian St. Augustine (354 A.D.-430 A.D.), famously wrote “an unjust law is no law at all”. Write an essay that argues your position on St. Augustine’s claim that societal laws cannot contradict natural laws.**  **In your response you should do the following:**  **-Respond to the prompt with a thesis that presents a defensible position.**  **-Provide evidence to support your line of reasoning.**  **-Explain how the evidence supports your line of reasoning.**  **-Use appropriate grammar and punctuation in communicating your argument.** |  |  | Read pages 150-153  Start working on Prompt on page 153:  The following is an example of an argument free-response question.  -Write a defensible thesis that includes a claim (idea + perspective).  -List 2-3 reasons to justify your thesis.  -Select relevant evidence for each reason.  -Develop a body paragraph for each reason that explains how the evidence supports your reason and thesis.  **Civil rights activist Rosa Parks (1913-2005) once said, “It is better to protest than to accept injustice.” Write an essay that argues your position on Park’s claim on the importance of fighting injustice.**  **In your response, you should do the following:**  **-Respond to the prompt with a thesis that presents a defensible position.**  **-Provide evidence to support your line of reasoning.**  **-Explain how the evidence supports your line of reasoning.**  **-Use appropriate grammar and punctuation in communicating your argument.** | What is your claim for the Rosa Parks prompt? |
| **Thursday** | **Asynchronous Day**  I am learning how to write an argumentative essay.  I can create an outline with my claim, reasons, and evidence. | **Asynchronous Day** | **Asynchronous Day** | **Asynchronous Day** | **Asynchronous Day** | **Asynchronous Day**  Complete an outline of your Rosa Parks essay.  I should see a defensible claim and 2-3 reasons and what evidence you are going to use.  Use the Associated Press website or your own personal experiences/background knowledge | **Asynchronous Day** |
| **Friday** | **No School** | **No School** | **No School** | **No School** | **No School** | **No School** | **No School** |

*a\*key literacy strategies*