



Teacher: C. Klingler

Week: 6

Unit Title: Informational Text/Argument/Narrative

















Class: English 2 CP

Unit Learning Objective: By DATE, I will be able to BLOOM'S VERB and CONTENT/ SKILL/CONCEPT by ACTIVITY/SHOWING VERB a(n) ASSESSMENT OR PRODUCT.

By 2/23, I will be able to write an argumentative essay that supports a claim by researching, synthesizing, and explaining evidence while also addressing and refuting counter-arguments.

Standard:	Key Vocabulary:	
<p>ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</p> <p>ELA.E2.R.1.1 Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:</p> <ol style="list-style-type: none"> Answering a self-generated question(s) about a topic(s) while using a variety of sources; and Inquiry day - brainstorm questions about the topic Scaffold for creating topic based claim, minimum of 3 sources for essay Refining the scope of inquiry as relevant to the topic(s), purpose, and audience. Students will need to: identify an audience (who are they writing for?), determine their purpose <p>ELA.E2.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. Pokemon Article Source - Clutch Points US government now owns a crazy \$57,000 Pokémon card after convicting b... Pokemon Court Docs Source - Department of Justice Southern District of Georgia _ Georgia man who used COVID relief funds to ...</p> <p>ELA.E2.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of the inquiry. Argumentative essay topic research</p> <p>ELA.E2.R.1.4 Logically organize findings as relevant to the purpose and audience. Argumentative structure - paragraph puzzles with "I Have A Dream"</p> <p>ELA.E2.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism. Mini Media Literacy Lesson</p>	<p>Content Specific:</p> <ul style="list-style-type: none"> - Argument - Claim - Support - Counter-argument - Rebuttal - Evidence - Quotes - MLA - Plagiarism - Citation - Works Cited Page 	<p>Text Specific: "I Have A Dream"</p> <ul style="list-style-type: none"> - Eloquent: Fluent or persuasive in speaking or writing. - Injustice: Lack of fairness or justice. - Segregation: The action or state of setting someone or something apart from others. - Discrimination: Unfair treatment of different categories of people, especially on the grounds of race, age, or sex. - Desolate: Deserted of people and in a state of bleak and dismal emptiness. - Exile: The state of being barred from one's native country, typically for political reasons. - Dignity: The state or quality of being worthy of honor or respect. - Inalienable: Unable to be taken away from or given away by the possessor. - Redemption: The action of saving or being saved from sin, error, or evil.

<div><div><div><div><div></div><div>Media Literacy - MLA 9th Edition slide deck</div></div><div><div></div><div>Unit 2: Research - Paraphrasing Sources</div></div><div><div></div><div>Purdue OWL MLA Scavenger Hunt</div></div></div></div><div></div><div>ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.</div><div>ELA.E2.C.1.1: Write arguments to support claims in an analysis of a topic or texts. When writing:<div><div>a. Introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;</div><div>b. Acknowledge and refute counterclaims with relevant evidence; create an organizational structure the establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</div><div>c. Link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;</div><div>d. Establish a tone and style appropriate to the purpose and audience; and</div><div>e. Provide a concluding statement or section that supports the argument presented.</div></div><div>Argumentative Essay</div></div></div>	<div></div> <div><div>Vocabulary Packet:</div><div><div>Ambiguous</div><div>Formidable</div><div>Novice</div><div>Ubiquitous</div><div>Devious</div></div><div><div>Catalyst</div><div>Impeccable</div><div>Paradox</div><div>Viable</div><div>Eloquence</div></div><div><div>Discern</div><div>Juxtapose</div><div>Reclusive</div><div>Allegory</div><div>Gregarious</div></div><div><div>Eclectic</div><div>Meticulous</div><div>Serene</div><div>Benevolent</div><div>Inquisitive</div></div></div>	<div>- Languish: To lose or lack vitality; grow weak or feeble.</div>
<div><div><div><div><div></div><div>Learning Targets:</div></div><div>I will be able to</div><div><div><div>BLOOM'S VERB</div></div>and</div><div><div><div>CONTENT/ SKILL/CONCEPT</div></div>by</div><div><div><div>ACTIVITY/SHOWING VERB</div></div>a(n)</div><div><div><div>ASSESSMENT OR PRODUCT.</div></div></div></div><div><div>- Monday:</div><div>- Tuesday:</div><div>- Wednesday:</div><div>- Thursday:</div><div>- Friday:</div></div></div></div>	<div><div>Language Objectives:</div><div><div>- Students will demonstrate proficient communication skills by articulating their thoughts in complete sentences, utilizing appropriate end punctuation.</div><div>- Students will consistently demonstrate the ability to identify and categorize parts of speech, including nouns, verbs, adjectives, and adverbs, in sentences and texts, showcasing a comprehensive understanding of linguistic structures and enhancing their language analysis skills.</div><div>- Students will effectively express and exchange ideas, opinions, and information with their peers using clear and concise verbal communication, actively listening to understand and responding appropriately, while utilizing varied vocabulary and language structures.</div></div></div>	
<div><div><div><div><div></div><div>Copy of ENG2 (1) Informational Text/Argument/Narrative</div></div><div>Teacher Talk:</div><div><div><div>E2: Weekly Lesson Plan 2/5-2/9</div></div></div></div><div><div>Lesson Plan - E2 Unit 1</div><div>Preceding:</div><div>Following:</div></div></div></div>		

	Activating Strategies <i>(i.e. connections to prior knowledge, building background, etc.)</i>	Instructional Delivery (Notes/Activities/Materials) <i>(i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.)</i>	ESOL Accommodations & UDL Framework <i>(Multiple means of engagement, representation, action, and expression)</i>	Assessments (Formative/Summative)
Monday	“Prime Time” <ul style="list-style-type: none"> • WYR... Bellringer • Quick Write • Reading Participation “Prime Time” (3rd Block Only) <ul style="list-style-type: none"> • Bellringer • Student Selected Text • Writing 		<ul style="list-style-type: none"> • Guided notes • Side by side translations • Translated materials • Sentence stems • Pointing • Slowed down speech • Simplified word use • Accommodated assignments • Heterogeneous/Homogeneous grouping • Use of Google Translate • Word banks • Videos with Spanish captions • Transcripts for videos • Supplemental videos 	
Tuesday		Confirmation Bias  Teacher Talk - Challenging Co...  Copy of Grade 10 - Challengin...  Copy of Grade 10 - Challengin... (link to original resource)  Film Club : Bias/Confirmation Bias  Confirmation Bias in 5 Minutes (will not show - save link)  Confirmation Bias Ethics De...  The Confirmation Bias  Confirmation Bias (explained ...		
Wednesday		Introduction: Sojourner Truth PBS - Sojourner Truth  The electrifying speeches of S... <ul style="list-style-type: none"> •  Truth_Graphic_Organ... Mentor Text: “Ain’t I A Woman”  Sojourner Truth - "Ain't I A W...  Annotation Example: Excerpt ...  Sojourner Truth - Ain't I A Wo...  Sojourner-Truth_Aint-I-a-Wo...  Sojourner Truth - ¿No soy yo ...  Copy of Critiquing Arguments		Debate Participation

Thursday		Ms. K Out		N/A
Friday		Claim/CounterClaim <ul style="list-style-type: none"> Debate Club: Prep/4 Corners Cult of Pedagogy - “Women have the same opportunities in life as men” <ul style="list-style-type: none"> 4 Corners 4 Corners Women Questions Women Debate Paragraph Puzzles <ul style="list-style-type: none"> Paragraph Puzzles - Argument Topic Inquiry: Developing Claims		Cover Up... Worksheet
Left-overs	<ul style="list-style-type: none"> Writing Tips - Do's and don'ts 			