

English I Lesson Plan

	Monday 1/6	Tuesday 1/7	Wednesday 1/8	Thursday 1/9	Friday 1/10
Objective	<ul style="list-style-type: none"> Students will be able to identify the central idea, key details, and supporting evidence in an informational text, demonstrating an understanding of the text's purpose and message. 	<ul style="list-style-type: none"> Students will be able to identify the central idea, key details, and supporting evidence in an informational text, demonstrating an understanding of the text's purpose and message. 	<ul style="list-style-type: none"> Students will be able to create an outline and thesis for an argumentative essay. 	<ul style="list-style-type: none"> Students will be able to write a well-structured argumentative essay by formulating a clear thesis, supporting it with logical arguments and evidence, and addressing counterarguments effectively. 	<ul style="list-style-type: none"> Students will be able to write a well-structured argumentative essay by formulating a clear thesis, supporting it with logical arguments and evidence, and addressing counterarguments effectively.
Agenda	1. Read the articles "Teens: This is How Social Media Affects Your Brain," "How Using Social Media Affects Teenagers," and "Social Media 'Likes' Impact Teens' Brains and Behavior."	1. Complete a study guide for a grade.	1. Construct an outline for an argumentative essay on paper.	1. Begin writing a five paragraph essay in Edulastic.	1. Finish writing a five paragraph essay in Edulastic.
Homework					
Standards	<ul style="list-style-type: none"> L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. RI.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 				

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| | <ul style="list-style-type: none">● RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.● RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.● W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.● W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. |
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