

## High School Weekly Lesson Plan Template

<p><b>Unit 2</b> *for additional curriculum information, please visit the district's resource <a href="#">High School Pacing Guides</a> or <a href="#">Georgia Standards of Excellence</a></p>	<p style="text-align: center;"><b>Course Name: English 2</b></p>	<p style="text-align: center;"><b>Course Name: English 2 Honors</b></p>
<p><b>Day 4 M</b></p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c            LT: I can cite information found in articles.            SC: I can find information to support an argument/thesis statement.                I can paraphrase information found in other sources and cite it for use in writing.</p> <p>Conversation Circle: students will meet by topic and have 2 min. Conversation as a means of collecting new insight. (Pre-AP pg 64)</p> <p>Lesson/Activity: Overview of credible sources and how the sources were curated. After choosing which intro/thesis is working best for them, the students will continue by writing their first body paragraph and use evidence from one of the previously analyzed articles.            Guide students to sandwich evidence into their elaboration/explanation in this way:</p> <ul style="list-style-type: none"> <li>● Introduce the general topic/reason</li> <li>● Assert the claim that explains/extends</li> <li>● Explain how the claim either supports/conflicts with other voices</li> <li>● Give credit to the source by name of author/title</li> </ul> <p>Differentiation: Students will have a choice of interesting topics</p> <p>Frames for incorporating/synthesizing evidence (from Pre-AP pg. 69):            When it comes to (topic), most would agree that ____.</p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c            LT: I can cite information found in articles.            SC: I can find information to support an argument/thesis statement.                I can paraphrase information found in other sources and cite it for use in writing.</p> <p>Conversation Circle: students will meet by topic and have 2 min. Conversation as a means of collecting new insight. (Pre-AP pg 64)</p> <p>Lesson/Activity: Mini-lesson on credible sources to guide students to finding another voice to add to their provided sources. Students will continue their synthesis essay by writing their first body paragraph and use evidence from one of the previously analyzed articles.</p> <p>Display example of incorporating evidence: (Pre-AP pg. 71).</p> <p>Differentiation: Students will need to find at least 1 additional credible source.</p> <p>Resources: paired texts, chromebook/GALILEO</p>

	<p>Where this agreement usually ends, however, is on the question of ____.</p> <p>Whereas some are convinced that ____, other maintain that ____.</p> <p>Resources: paired texts.</p>	
<p><b>Day 5 T</b></p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c10.T.SS.1.d          LT: I can cite information found in articles.          SC: I can find information to support an argument/thesis statement.</p> <p>I can paraphrase information found in other sources and cite it for use in writing.</p> <p>Lesson/Activity: After choosing which intro/thesis is working best for them, the students will continue by writing their first draft using evidence from the previously analyzed articles. They should also use an anecdote or short narrative as a support.</p> <p>Differentiation: Students in 4th block will be allowed to use the charts built in 1st and 3rd to gather relevant evidence from common sources.</p> <p>Resources: paired texts</p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c10.T.SS.1.d          LT: I can cite information found in articles.          SC: I can find information to support an argument/thesis statement.</p> <p>I can paraphrase information found in other sources and cite it for use in writing.</p> <p>Lesson/Activity: After choosing which intro/thesis is working best for them, the students will continue by writing their first draft using evidence from the previously analyzed articles. They should also use an anecdote or short narrative as a support.</p> <p>Differentiation: Students will compile a 4 column chart that can be used as a resource with all blocks.</p> <p>Resources: paired texts, chart</p>
<p><b>Day 6 W</b></p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c10.T.SS.1.d          LT: I can cite information found in articles.          SC: I can find information to support an argument/thesis statement.</p> <p>I can paraphrase information found in other sources and cite it for use in writing.</p> <p>Lesson/Activity: After choosing which intro/thesis is working best for them, the students will continue by writing their first draft using evidence from the previously analyzed articles. They should also use an anecdote or short narrative as a support.</p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c10.T.SS.1.d          LT: I can cite information found in articles.          SC: I can find information to support an argument/thesis statement.</p> <p>I can paraphrase information found in other sources and cite it for use in writing.</p> <p>Lesson/Activity: After choosing which intro/thesis is working best for them, the students will continue by writing their first draft using evidence from the previously analyzed articles. They should also use an</p>

	<p>Differentiation: Students will have a choice of interesting topics</p> <p>Resources: paired texts.</p>	<p>anecdote or short narrative as a support.</p> <p>Model an example.</p> <p>Differentiation: Students will have a choice of interesting topics</p> <p>Resources: paired texts.</p>
<p><b>Day 7 TH</b></p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c 10.T.SS.1.d10.T.SS.2.b:</p> <p>LT: I can politely comment on another writer’s work.  I can find rhetoric used by another student</p> <p>SC: I can label rhetorical devices in a classmate’s work.  I can explain why or why not the devices are effective within the work.  I can assist another writer with adding in missing details and correcting minor mistakes.</p> <p>Lesson/Activity:Students will be broken into groups to peer review drafts.  They should help each other add in rhetorical devices and figurative language. Or, explain why the devices are effective or ineffective so that the writer can improve.</p> <p>Differentiation: Students will be paired/grouped by skill level.</p> <p>Resources: paired texts.</p>	<p>Standard(s): 10.T.RA.1.b10.T.RA.1.c  10.T.SS.1.d10.T.SS.2.b:</p> <p>LT: I can politely comment on another writer’s work.  I can find rhetoric used by another student</p> <p>SC: I can label rhetorical devices in a classmate’s work.  I can explain why or why not the devices are effective within the work.  I can assist another writer with adding in missing details and correcting minor mistakes.</p> <p>Lesson/Activity:Students will be broken into groups to peer review drafts.  They should help each other add in rhetorical devices and figurative language. Or, explain why the devices are effective or ineffective so that the writer can improve.</p> <p>Differentiation: Students will be paired/grouped by skill level.</p> <p>Resources: paired texts.</p>