

Name: Edward Bromke		Grading Quarter: 2	Week Beginning: 10/23/2023
School Year: 2023		Subject: English	
Monday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After reading “Kindness,” students will demonstrate their understanding of values that are important when interacting with others, providing reasons and examples to support their ideas • After an initial reading and discussion of the speech, students will be able to identify and restate the key ideas and details. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork – Adjective Clauses • Class Novel • From A to Z • NoRedInk • Review • Independent Read: Kindness • The Perils of Indifference 	<p>Academic Standards:</p> <p>RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.10; W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9.A, W.9-10.10; SL.9-10.1.A, SL.9-10.1.B, SL.9-10.1.C, SL.9-10.1.D, SL.9-10.2, SL.9-10.6; L.9-10.6</p>
Tuesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After learning about genre characteristics and craft, students will analyze a sample Student Model and plan a meaningful argumentative essay in response to a prompt. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork – Adjective Clauses • Class Novel • From A to Z • NoRedInk • MLA Formatting Lesson • Argumentative Writing Process: Plan (Intelligence Test) 	<p>Academic Standards:</p> <p>RI.9-10.1; W.9-10.1.A, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10; SL.9-10.1.A</p>

Wednesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After reading and discussing a model of student writing, students will develop their drafts by composing a clear thesis statement for their argumentative essay. • After reading and discussing a model of student writing, students will develop their drafts by organizing their argumentative essay effectively. • After reading and discussing a model of student writing, students will plan an essay with reasons and relevant evidence. • After reading an excerpt of a Student Model draft and reviewing a writing checklist, students will draft a meaningful argumentative essay in response to a prompt. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork – Adjective Clauses • Class Novel • From A to Z • NoRedInk • Skill: Thesis Statement • Skill: Organizing Argumentative Writing • Skill: Reasons and Relevant Evidence • Argumentative Writing Process: Draft 	<p>Academic Standards:</p> <p>RI.9-10.1; W.9-10.1.A, W.9-10.1.B, W.9-10.1.C, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10; SL.9-10.1.A</p>
Thursday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After reading an excerpt of a Student Model draft and reviewing a writing checklist, students will draft a meaningful argumentative essay in response to a prompt. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork – Adverb Clauses • Class Novel • From A to Z • NoRedInk • Review • Skill: Thesis Statement • Skill: Organizing Argumentative Writing • Skill: Reasons and Relevant Evidence • Argumentative Writing Process: Draft 	<p>Academic Standards:</p> <p>RI.9-10.1; W.9-10.1.A, W.9-10.1.B, W.9-10.1.C, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10; SL.9-10.1.A</p>

Friday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> After reading an excerpt of a Student Model draft and reviewing a writing checklist, students will draft a meaningful argumentative essay in response to a prompt. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Bellwork – Adverb Clauses Class Novel From A to Z NoRedInk Argumentative Writing Process: Draft 	<p>Academic Standards:</p> <p>RI.9-10.1; W.9-10.1.A, W.9-10.1.B, W.9-10.1.C, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10; SL.9-10.1.A</p>
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