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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:**  | 12 | **Teacher/Room**: | Dial |  |  | **Course(s)/ Period(s):**  | 1, 2, 4 |  |  | **Week of:** | 01 August |
| **Unit Vocabulary:**  | ELA Academic Language |
| **Instructional Strategies Used:**  | Direct Instruction; Independent Study; Interactive Instruction; Whole-group; Small-group |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Standard(s): First day of school. Students will be on an abbreviated academic schedule due to class meetings, advisement, etc. | Standard(s): ELAGSE11-12W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  | Standard(s): ELAGSE11-12W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  | Standard(s): ELAGSE11-12L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  | Standard(s): ELAGSE11-12L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. ELAGSE11-12L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
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| **Essential Question:**  | **Essential Question:**  | **Essential Question:**  | **Essential Question**:  | **Essential Question:**  |
| What are the policies and procedures of our classroom and PHS? | How do I comply with the PHS English department’s guidelines for MLA format and Google Docs? | What is plagiarism and how can I avoid plagiarism? What happens to me at PHS if I plagiarize? | How does audience determine when to use a formal or informal writing style? | Other than the obvious spelling of a word, how can I use a dictionary to find out other types of information? |
| **Mini Lesson: Introduction** | **Mini Lesson: Google school email account (scoogle!)?** | **Mini Lesson: NEWS CLIP:** All The Different Excuses The Trump Campaign Made For Melania Trump’s Plagiarized Speech | **Mini Lesson:** characteristics sheet | **Mini Lesson:** Who do you say this word? |
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| **Activating Strategies:** Meet and greet | **Activating Strategies:** Write about view of upcoming year based on a series of pictures shown. | **Activating Strategies:** Vocabulary – definition of plagiarism | **Activating Strategies:** Examples of formal and informal writing | **Activating Strategies:** Pronunciation worksheet |
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| **Lesson:** 1st block – Classroom procedures and introductions2nd block - Classroom procedures and introductions4th block - Classroom procedures and introductions | **Lesson:** 1st block – Student email accounts, Google Docs, MLA manuscript format2nd block - Student email accounts, Google Docs, MLA manuscript format4th block - Student email accounts, Google Docs, MLA manuscript format | **Lesson:** 1st block – Indiana Plagiarism Tutorial2nd block – Indiana Plagiarism Tutorial4th block - Indiana Plagiarism Tutorial | **Lesson:**1st block – formal and informal writing2nd block - formal and informal writing3rd block - formal and informal writing | **Lesson:**1st block – connotation, denotation, etymology, dictionary, pronunciation guide2nd block - connotation, denotation, etymology, dictionary, pronunciation guide4th block - connotation, denotation, etymology, dictionary, pronunciation guide |
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| **Resource/Materials:** Syllabus | **Resource/Materials:** Index cardsStudent email accountAccess to the internetMLA manuscript format | **Resource/Materials:** Copies of speechesAccess to the internet | **Resource/Materials:** Examples of formal and informal writing | **Resource/Materials:** DictionaryPronunciation worksheet |
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| **Differentiation:*****Content/Process/Product:***  |  **Differentiation:*****Content/Process/Product:*** | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * **Content:** n/a
* **Process:**
* **Product:**
 | * **Content:** n/a
* **Process:** info presented orally, visually, and includes individual samples.

**Product:** n/a | * **Content:** n/a
* **Process:** work in pairs

**Product:** n/a | * **Content:** writing samples are varying Lexile levels
* **Process:** work in pairs
* **Product:**
 | * **Content:** based on Lexile levels, students look up different words
* **Process:**
* **Product:**
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
| * Whole group with lower level Lexile students placed in close proximity with each other so the teacher.
 | Students will work in pairs to complete the format portion of the assignment. | Pairs | Pairs | Pairs  |
| ***Assessment Strategy:*** |  | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| * Observational checklist
 | * **informal**
 | **informal** | * **informal**
 | * **informal**
 |
| **Assessment :** |  | **Assessment :** | **Assessment :** | **Assessment :** |
| **Formative:**  | Observational checklist | **Formative:**  | Personal Narrative: Where I see myself this upcoming year | ***Formative:*** | Indianan Plagiarism certificate of completion | ***Formative:*** | ObservationQuestioningDaily work | Formative:  | ObservationQuestioningDaily work |
| **Summative:**  |  | ***Summative:*** |  | ***Summative:*** |  | ***Summative:*** |  | Summative: |  |
| **Homework: Get syllabus signed** |  | **Homework:**  | **Homework:**  | **Homework:**  |
|  |  |  |  |  |
| Resources and Reflective Notes: | If you would like to view a copy of the novel test and student choice essay topic or final project, please notify me. |
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