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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 introductions  2nd block - Classroom procedures and introductions  4th block - Classroom procedures and introductions | | | | | **Lesson:**  1st block – Student email accounts, Google Docs, MLA manuscript format  2nd block - Student email accounts, Google Docs, MLA manuscript format  4th block - Student email accounts, Google Docs, MLA manuscript format | | | | | | **Lesson:**  1st block – Indiana Plagiarism Tutorial  2nd block – Indiana Plagiarism Tutorial  4th block - Indiana Plagiarism Tutorial | | | | **Lesson:**  1st block – formal and informal writing  2nd block - formal and informal writing  3rd block - formal and informal writing | | | | | **Lesson:**  1st block – connotation, denotation, etymology, dictionary, pronunciation guide  2nd block - connotation, denotation, etymology, dictionary, pronunciation guide  4th block - connotation, denotation, etymology, dictionary, pronunciation guide | | |
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| **Resource/Materials:**  Syllabus | | | | | **Resource/Materials:**  Index cards  Student email account  Access to the internet  MLA manuscript format | | | | | | **Resource/Materials:**  Copies of speeches  Access to the internet | | | | **Resource/Materials:**  Examples of formal and informal writing | | | | | **Resource/Materials:**  Dictionary  Pronunciation 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:*** | Observation  Questioning  Daily work | | | | Formative: | | Observation  Questioning  Daily work |
| **Summative:** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | Summative: | |  |
| **Homework: Get syllabus signed** | | | | |  | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
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| 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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