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| **English 3: The American Dream** |
| **Teacher: L. Haddock****Subject: English 3** |  | School: Nimitz High SchoolPeriod(s): 2,3,4,5,6 |
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| August 26-30 | **Monday:**  | **Tuesday:** | **Wed: Activity 1.1** | **Thursday: Activity 1.2** | **Friday: Activities 1.3-4** |
| CONTENT OBJECTIVES(FOR THIS WEEK) | * TEKS: 9A, 24A, 26
 | TEKS: 24A, 26 | * TEKS: 1B, 9A, 9C, 13A, 15Aiii, 15v
 | * TEKS: 13A, 13B
 | * TEKS: 1B, 1E, 15Avi
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| Learning objectives(FOR THIS WEEK) | * Learn the procedures and expectations for our classroom
* Learn about your teacher and classmates.
 | * Learn the names of your classmates
* Learn how to access Google Apps and create a folder for English
 | * Contextualize prior knowledge about key ideas and concepts
* Analyze the skills and knowledge necessary for success in the unit
 | * Anticipate themes and ideas relating to various beliefs
* Connect personal attitudes that contribute to one’s perception of the American Dream
 | * Define and classify primary and secondary sources
* Recognize situations that warrant specific sources
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| essential question | * What do I need to know and do to be successful in English 3?
 | * What do I need to know and do to be successful in English 3?
 | * In what ways does the American Dream manifest itself in American life?
 | * How does one create a personal definition of the American Dream?
 | * What are primary and secondary sources?
* How does one create a personal definition of the American Dream?
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| **ELPS/LANGUAGE OBJECTIVES**(FOR THIS WEEK) | 74.4 (c) (1) (A) use prior knowledge and experiences to understand meanings in English | 74.4 (c) (1) (E) share information in cooperative learning interactions  | 74.4 (c)(4)(J)  demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | 74.4 (c)(5)(G)  narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. | 74.4 (c)(5)(G)  narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. |
| **CCRS** |  |  | Reading Main Ideas: Identify clear main ideas or purposes of complex passages or their paragraphs | Writing Developing a Position: Develop several ideas fully, using specific and relevant reasons, details, and examples | Reading Comparative Relationships: Understand the subtleties in relationships between people, ideas, and so on in virtually any passage |
| **NETS** | Teachers 3C: Communicate relevant information and ideas to students, parents, and peers using a variety of digital age formats. | Students 6A: Understand and use technology systems. | N/A | Teachers 2A: Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. | Students 1B: Create original works as a means of personal or group expression. |
| Instructional Considerations**Bell Ringer:**Engage**Strategies:**Explain*Direct Teach**Guided Practice**Independent Practice***Activities:**ExploreRememberingUnderstandingApplyingAnalyzing | Bellringer: Find the table with the number I gave you as you came in . Have a seat. Introduce yourself to your table mates by shaking hands and telling them your name. If there is time before class starts, tell them one awesome thing and one boring thing you did this summer.Explain: Students will watch the video that introduces me and the procedures and expectations for our classroom. Popcorn read and discuss course syllabus briefly.Activities: Students will write down questions they have about me and/or the class and then take Cornell notes on the answers as they watch the introductory video. Students will make a name card for their computers/desks. Closure: We will play a name game to end class. (Balloons) | Bellringer: FIRST, place your name card on your desk. If you could be anything and go anywhere (money isn’t an object), who would you be and what would you do? You can answer by writing in your journal, drawing a picture, or finding a song that represents your ideas.Share your responses out with your group (call each other by NAME so you can remember!) and then the whole class.Explain: I will clarify any confusion about course expectations, materials, and procedures.Activities: Students will review their notes from yesterday. Students will complete information survey. Each collaborative group will compete in a series of games designed to foster team-building.Closure: Homeless HS Grad<http://www.youtube.com/watch?v=32iaLFbnS3U>You Are Limitless:<http://www.youtube.com/watch?v=oXJ1FZKwI7c>Find a motivational speech or song lyrics online that you find inspirational. | Bellringer: Journal: What do you think the American Dream means? Explain: I will lead students in a guided reading of the Unit 1 Overview and Learning Focus, having students highlight key words and vocabulary they are unfamiliar with.I will lead students in a guided practice of the SpringBoard Embedded Assessment unpacking process, identifying key skill s and knowledge for success on EA 1.Activities: Students will work in groups to unpack the last category on the EA Rubric.We will create a graphic organizer of EA 1 to display on poster paper for the course of Unit 1.Closure: Add the graphic organizer to your Cornell Notes and add any questions you might still have about the EA. | Bellringer: Journal: Brainstorm as many stereotypes about American and what we value as you can. GOAL – 20 ideas. Share out some responses with the group. Do we think these stereotypes are true or false?Explain: Brief focus of students on the overall idea of this unit – finding out what the American Dream means to them.Review of elements of an effective paragraph (for the quickwrite a the end of class).Activities: Four Corners – Which statement best fits your idea of the American Dream?Students will complete the Anticipation Guide and share their responses with their group.Closure: American Saturday Night <http://www.youtube.com/watch?v=tvdoKvHYxcA>Quickwrite - How many of the ideas that you brainstormed at the beginning of class appear in this video? Is this because these ideas are true, or are they stereotypes? Choose one of the statements on the Anticipation Guide - explain your reaction to the statement and the rationale for your thinking. | Bellringer: Journal: Brainstorm a list of at least 15 different ways that you get/learn new information. How do you know what you know? Where do you get this info?Share your responses with your group, adding anything someone else had that you left off of your list.Explain: Make a list on the board of all of the sources the students came up with in the brainstorming session. Direct teach - what is the difference between a primary and a secondary source?Go over requirements for the “Life Map” homework assignment – DUE Tuesday, September 3.Activities: Students will go back to their original list and label their sources primary or secondary.#5 on pg. 8 of SpringBoard – Complete Biographical Sketch guiding questions as a pre-writing activity for the “Life Map” project.Closure: Use any extra time to begin planning your “Life Map”. |
| INSTRUCTIONAL RESOURCES/aVIDW – WritingI – InquiryC – CollaborationO – OrganizationR – Reading | W –Cornell NotesI –Question on NotesC –Group intros and name gameO –Materials list with dividersR –Popcorn read | W –Journal responseI –Questions about ExpectationsC –Group Share and GameO –Cornel Note ReviewR –Motivational Speech | W –Journal responseI –Cornell note questionsC –UnpackingO –Graphic OrganizerR –Learning Focus and Overview | W –QuickwriteI –Four CornersC –Group discussionO –Brainstorming R –Anticipation Guide | W –Biographical SketchI –What is a Primary/Secondary Source?C –Group list compilationO –Categorizing Primary/SecondaryR –Definitions |
| extensionExtend | -Review course syllabus at home-Summer Reading Assugnment | -Get parent signature on syllabus-Summer Reading Assignment | -Summer Reading Assignment | -Summer Reading Assignment | * Step #5 Biographical Sketch
* Summer Reading Assignment
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| aSSESSMENTEvaluate, Evaluating, Creating |  |  | Formative – Previewing the Unit pg. 5 OR Unpacked EA graphic organizer.  |  | * Life Map DUE TUESDAY, September 3
* Summer Reading Assignment
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| Differentiation STRATEGIES | Same class procedures and expectations presented multiple ways. | Choice of different response modes for bell-ringer | Group WorkTeacher Feedback & Support | Individual responses based on personal ideas and attitudes | Personal examples for source typesGroup discussion |
| numeracy strategiesPractical, Civic, Professional, Leisure, Cultural | Practical – figure the percentage of names you know at the end of today. | Practical – figure the percentage of names you know at the end of today. | Practical – figure the percentage of names you know at the end of today. | Practical – figure the percentage of names you know at the end of today. | Practical – figure the percentage of names you know at the end of today.Today’s GOAL is 100% |
| academic vocabulary | * Syllabus, Procedures
 | * Survey
 | * Unpack, Philosophy, Contextualize
 | * Perception, Rationale, Anticipation Guide
 | * Biographical, Sketch
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| **CONTENT VOCABULARY** |  |  | * Persuasive Essay
 |  | * Primary Source, Secondary Source
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| **WORDS OF THE WEEK** | TBD | TBD | TBD | TBD | TBD |

Numeracy AVID Strategies Bloom’s The 5 E’s