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| **English 3: The American Dream** |
| **Teacher: A. McWilliams****Subject: English 3** |  | School: Nimitz High SchoolPeriod(s): 4th & 5th |
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| August 26-30 | **Monday:**  | **Tuesday: 1.4** | **Wed: Activity 1.4 Continued** | **Thursday: Activity 1.5** | **Friday: Activities 1.5****Continued** |
| CONTENT OBJECTIVES(FOR THIS WEEK) |  **NO SCHOOL** | TEKS: 1B, 1E, 2A, 4, 7 13A | * TEKS: 1B, 1E, 2A, 4, 7 13A
 | * TEKS: 1A, 1B, 1D, 2A, 2C, 6, 8, 9D, 13A-B, 16A-D, 17 A-B 24A, 25, 26
 | * TEKS: TEKS: 1A, 1B, 1D, 2A, 2C, 6, 8, 9D, 13A-B, 16A-D, 17 A-B 24A, 25, 26
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| Learning objectives(FOR THIS WEEK) |  | * Develop a working definition of the American Dream
* Apply knowledge of denotation and connotation
* Demonstrate control and understanding of the effect of diction choices
* Contrast past and present views of the American Dream
 | * Develop a working definition of the American Dream
* Apply knowledge of denotation and connotation
* Demonstrate control and understanding of the effect of diction choices
* Contrast past and present views of the American Dream
 | * Identify and evaluate the philosophical, religious, ethical, and social influences that shaped the literature of a period.
* Extrapolate from primary sources to construct an understanding of a philosophical viewpoint
* Analyze purpose and historical context in varied sources and evaluate the usefulness of those sources
* Research and identify primary source documents that exemplify philosophical viewpoints.
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* Research and identify primary source documents that exemplify philosophical viewpoints.
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| essential question |  | - How does one create a personal definition of the American Dream? | * How does one create a personal definition of the American Dream?
 | * What are the philosophical foundations of America?
 | * What are the philosophical foundations of America?
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| **ELPS/LANGUAGE OBJECTIVES**(FOR THIS WEEK) |  | 74.4 (F)  use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding | 74.4 (F)  use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding | 74.4 (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level need | 74.4 (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level need |
| **CCRS** |  | Reading Main Ideas: Identify clear main ideas or purposes of complex passages or their paragraphs | 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** |  | 3(C) Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats | 3 (C) Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats | 3 (B) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media | 3 (B) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media |
| Instructional Considerations**Bell Ringer:**Engage**Strategies:**Explain*Direct Teach**Guided Practice**Independent Practice***Activities:**ExploreRememberingUnderstandingApplyingAnalyzing |  | Bellringer: Take out the “Life Map” handout. Be sure that you have completed the Reflection questions. If you have, share them with a partner. If you have not, complete them now.Explain: Skip Steps 1-4. Begin with a clip from the Godfather Part II about Ellis Island: <http://www.youtube.com/watch?v=20zToMCzFw8> to build background knowledge. Lead class as a whole in a discussion of the poem “Ellis Island,” modeling how to mark the text for dreams and disappointments (contrast). Optional: Whole-class TPCASTT. Activities: Students will share their Life Maps with small groups, especially focusing on any immigrant experiences and dreams/struggles.Closure: Homework – Read and annotate (or TPCASTT) the poem “Europe and America.” | Bellringer: Create a double-bubble graphic organizer (or Venn Diagram) comparing “Ellis Island” with “Europe and America.”Share and discuss – Do you see differences between the dreams of past and present generations?Explain: Discuss the poem “Europe and America,” filling in any gaps in understanding students might have. Cornell notes over the difference between denotation and connotation.Activities: Students will work with partners to complete the graphic organizer on denotation and connotation on page 11. Skip #10 on page 12.Closure: Give students a word, and have them brainstorm synonyms for that word with negative and positive connotations. They can turn in their sticky notes as an exit ticket. | Bellringer: SAT Problem of the DayExplain: Give a short overview of the 3 schools of thought that groups will be researching. Activities: Students will work in small teams to read primary documents based on their assigned philosophical foundation (Transcendentalist, Revolutionary, and Puritan).Students will work to answer questions about the underlying beliefs of their assigned philosophy.Closure: Students will create an exit ticket with at least one question they still need to answer about their assigned philosophy. | Bellringer: Explain 3 major points about your assigned philosophical foundation.Explain: While students are working in small groups, walk around room and answer any questions they may have about their research.Students will be given a list of prefixes to study for a vocabulary quiz the following Friday.Activities: Students will continue to work in small groups, and will begin research on their philosophy.Closure: Students will be given 5 minutes at the end of class to study their vocabulary list. |
| INSTRUCTIONAL RESOURCES/aVIDW – WritingI – InquiryC – CollaborationO – OrganizationR – Reading |  | W –Poem AnnotationI – Reflection QuestionsC –Sharing Life MapO –TP-CASTTR – Poem | W –Cornell NotesI –Cornell note questionsC –UnpackingO –Graphic OrganizerR –Poem | W – SAT QuestionI – Exit Ticket QuesitonC –Group WorkO –Cornell NotesR –Primary Documents | W – JournalI –Philosophy ResearchC –Group ResearchO –Cornell NotesR –Primary Documents |
| extensionExtend |  | TP\_CASTT of Poem | Use Venn Diagram to serve as pre-writing for a Quickwrite |  |  |
| aSSESSMENTEvaluate, Evaluating, Creating |  | Life-Map Summative | Venn Diagram-Formative |  | Check with groups for understanding |
| Differentiation STRATEGIES |  | Use of Video appeals to visual learner | Group WorkTeacher Feedback & Support | Group WorkTeacher Feedback & Support | Group WorkTeacher Feedback & Support |
| 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.Today’s GOAL is 100% |
| academic vocabulary |  | Biographical, Sketch | * Philosophy, Contextualize, Juxtaposition
 | * Revolutionary, Transcendentalist, Puritanism
 | * Revolutionary, Transcendentalist, Puritanism, Pref-fixes
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| **CONTENT VOCABULARY** |  | Poetry Analysis, Tone | Poetry Analysis | Poetry Analysis | * Primary Source, Secondary Source
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| **WORDS OF THE WEEK** |  | TBD | TBD | TBD | TBD |

Numeracy AVID Strategies Bloom’s The 5 E’s