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| Teacher: Franklin Shand | Course: English III | Period(s): 2,3,&4 | Week of: / Dates: August 22 |
| Unit Title: Coming to America | |  |  |
| State Standards: ELA Priority Standards: I3.2; RL12.1; RI5.1 | |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** |  | No school | |  | |  | |  | |  |  |  |
| **Tuesday** |  | Become acquainted with peers.  Know the seating arrangements during class.  Develop an awareness of classroom rules, procedures and expectations. | | See student activities for instructional strategies for each individual activity. To ensure that students have met their goals the teacher will observe student discussion and participation, while other activities will be checked for completion, surveys will be reviewed by teacher to learn about students’ strengths and weaknesses and to become familiar with students, and the quiz will be checked for correct answers. | | Seating chart: students are assigned seats by teacher. Overview of syllabus-class reads and discusses syllabus.  Student introductions – students introduce each other to class and teacher.  Student information sheet – students fill out information form. Students answer 2 questions and give opinions on notecard. Rules procedures and expectations quiz – students answer questions regarding classroom rules, procedures and expectations. | | See Instructional strategies for assessment and student achievement information. | | Starting from traditional seat arrangement, students will pair-share as they introduce each other to the class. | Questionnaire; syllabus with course outline and rules, procedures and expectations. | Not available as yet … TBD |
| **Wednesday** |  | Introductory administrative activities | | Daily vocabulary  Sentence correcting  Capturing Kids’ Hearts | | Students will work in groups to answer the four Capturing kids’ Hearts questions. | | Students will be awarded a grade for participating. | | Class divided into 3 or 4 groups based on number of students present. | Sentences provided.  Questions on SmartBoard | TBD |
| **Thursday** |  | Initial writing activity related to getting acquainted with students | | Writing autobiographies | | Students will respond to a prompt in which they’re required to write their autobiographies | | Students awarded a grade for completing the writing assignment | | Individual participation | Writing prompt provided to individual students. | TBD |
| **Friday** |  | Pretest to determine SLO goals | | Pre-test to formulate SLO goals | | From the collections textbook, students will take an online pretest. | | Collections program provides grades instantaneously | | Individual independent test taking | laptops | TBD |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.