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| Teacher: Pilkey | Course: English 3 | Period(s): 1,2,4,6  |  Week of: 8/28 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** | W 6 | * Take detailed notes on MLA citation
 | * Project agenda PPT
* Ask students to take out notes from Friday
* Project MLA citation video 1
* Play short note-taking video; ask students to complete Cornell notes for 2nd video
* Share notes with students
 | * Complete guided notes
* Complete Cornell notes
 | * A: guided notes and Cornell notes
 |
| **Tuesday** | W 2g | * Demonstrate knowledge of MLA citation through practice citing multiple types of sources
 | * Project agenda PPT
* Distribute MLA citation practice
* Monitor student progress
* Distribute HW assignment
 | * Take Cornell notes while viewing MLA citation PPT
* Complete practice in groups
* Share responses
 | * A: MLA citation practice/additional notes
* HW: Lesson 10 MLA practice; study for test
 |
| **Wednesday** | W 2g | * Demonstrate knowledge of MLA and plagiarism through an assessment
 | * Project agenda PPT
* Distribute MLA/plagiarism test
* Go over directions with students
* Monitor student progress
* Distribute plagiarism contract for students and guardians to sign
 | * Complete MLA/plagiarism test
 | * A: MLA/plagiarism test
 |
| **Thursday** | W 6 | * Write detailed notes using the Cornell note method.
 | * Project agenda PPT
* Direct students to “of Plymouth Plantation” in the textbook
* Ask students to take Cornell notes while listening to text
* Pause audio and facilitate discussion
 | * Take Cornell notes while reading/listening to “of Plymouth Plantation”
 | * A: Cornell notes
 |
| **Friday** | W 6 | * Write detailed notes using the Cornell note method.
 | * Project agenda PPT
* Continue audio of text
* Direct students to book assignments
* Ask students to complete exit slip as they leave
 | * Complete Cornell notes
* Complete performance task and critical vocabulary activities
* Exit Slip: How is O.P.P. connected to the unit question?
 | * A: performance task/critical vocabulary
* A: exit slip
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\* All plans are subject to change. Student progress will be monitored and adjustments will be made.

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| Teacher: Pilkey | Course: English I Honors | Period(s): 3  |  Week of: 8/28 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** | W 6 | * Write detailed notes on MLA citation.
 | * Project agenda PPT
* Ask students to take out notes from Friday
* Project MLA citation video 1
* Play short note-taking video; ask students to complete Cornell notes for 2nd video
* Share notes with students
 | * Complete guided notes
* Complete Cornell notes
 | * A: guided notes and Cornell notes
 |
| **Tuesday** | W 2g | * Demonstrate knowledge of MLA citation through practice citing multiple types of sources
 | * Project agenda PPT
* Distribute MLA citation practice
* Monitor student progress
* Distribute HW assignment
 | * Take Cornell notes while viewing MLA citation PPT
* Complete practice in groups
* Share responses
 | * A: MLA citation practice/additional notes
* HW: Lesson 10 MLA practice; study for test
 |
| **Wednesday** | W 2g | * Demonstrate knowledge of MLA and plagiarism through an assessment
 | * Project agenda PPT
* Distribute MLA/plagiarism test
* Go over directions with students
* Monitor student progress
* Distribute plagiarism contract for students and guardians to sign
 | * Complete MLA/plagiarism test
 | * A: MLA/plagiarism test
 |
| **Thursday** | RI 10.1 | * Analyze use of p.o.v. and how it creates effective rhetoric
 | * Project agenda PPT
* Distribute detailed timeline of 9/11 for background info
* Distribute SOAPStone organizers; model first category and have students complete on their own
 | * Complete SOAPStone organizer for “Quilt of a Country”
 | * A: SOAPStone organizer
* HW: analyzing the text, critical vocab. and vocab. strategy
 |
| **Friday** | RI 10.1 | * Analyze use of p.o.v. and how it creates effective rhetoric
 | * Project agenda PPT
* Distribute warm up
* Direct students to assignments for “Quilt of a Country”
* Distribute HW writing prompt
 | * Complete warm-up
* Complete performance task and noun clause practice
 | * A: performance task/noun clause practice
* HW: written response
 |

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