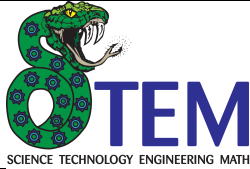


Unit 1: Leadership and Collaboration

Unit Length: 3 Weeks

		Language Arts Unit Plan	
Teacher: Mrs. Bolus		Grade: 9th	Course: English I
Unit 1: Leadership and Collaboration - Short Story Unit			
LEARNING TARGETS			
LT 1: Key Ideas and Details - I can determine the central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. (CCSS.RI9-10.2)			
LT 2: Craft and Structure - I can analyze and determine the series or order of events of a text and make connections between these events, analyzing how this structure creates effects and meaning. (CCSS.RL9-10.5)			
LT 3: Key Ideas and Details - I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RL9-10.1; CCSS.RI9-10.1)			
UNIT OVERVIEW		Overall summary of the unit, activities, tasks, and/or content.	
The overall theme for Unit 1 is “What makes a good leader?” In Unit 1, students will review the basics of fiction through the reading of selected short stories, including analysis of the structure of writing, differentiating between explicit and inferred information, and identifying different literary devices and their purpose in writing. The unit will also focus on strategies used to analyze central ideas and supporting details through close reading of nonfiction articles using text annotation and citation strategies. The language portion of the unit will include a review of the Parts of Speech, capitalization, and end mark punctuation as well as the uses of active and passive voice in writing.			
MOTIVATORS		Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)	
~ At the beginning of the unit, the students will listen to the song “School Boy Heart” by Jimmy Buffett, using the song’s structure to write a 1-2 stanza song about themselves with a visual representation (digital or otherwise) to present to the class to learn about each other and introduce how the structure of writing can create effect and meaning.			
~ Video Clips: The students will watch clips from the movie <u>The Secret Life of Walter Mitty</u> to introduce inference and order of events. Students will then pre-read “The Secret Life of Walter Mitty” for Week 1.			
~ Introduction to Padlet and Membean: hyper- and hypo- as daily warm up.			

Week	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1	<p>PBL LT1: Production and Distribution of Writing (W9-10.4)</p> <p>PBL LT3: Conventions of Standard English (L9-10.2)</p> <p>LT 2: Craft and Structure - (RL9-10.5) LT 3: Key Ideas and Details (RL9-10.1; RI9-10.1)</p> <p>LT 1: Key Ideas and Details - (RI9-10.2)</p>	<p>~ iPad ~ Notability app for note taking ~ Edmodo to turn in assignments ~ Google Drive for word processing and peer proof-reading. ~ Prezi app for presentations ~ You Tube app for videos</p>	<p>Essential Questions: What makes a good leader? What is the difference between editing and proofreading to improve and revising writing? What are the elements of fiction and plot? What are the definitions and uses of active and passive voice in writing? How do I identify the central idea and supporting details of a nonfiction text? How will knowing and identifying the Parts of Speech of words help to improve my writing?</p> <p>Set: ~ The teacher will introduce the Stations format this week, having the students work the same station each day and focusing on techniques for collaborative group work with the students. ~ The teacher will also set up the English I Google Drive folders for Unit I, gathering email addresses of all students through a Google Form so the folder may be shared with all students. ~ The teacher will demonstrate and explain the use of Google Drive and Edmodo to find the directions and resources for each station assignment.</p> <p>Teaching Strategies:</p> <p>Station 1 - PBL Contract Writing: Revising, Editing, and Proofreading ~ Students will watch video on Cornell Note effectiveness/research http://vimeo.com/52664019 and how to take Cornell Notes http://youtu.be/1iolZMTGUpw ~ Open and save Cornell Note template in GoodNotes or Notability (make English I folder) ~ Students will read and take notes on the Revising, Editing, and Proofreading Prezi http://prezi.com/tgnb6b-a7c5r/revision-editing-proofreading/ ~ Students will Peer Proofread PBL Contracts in pairs. ~ Students will edit and revise individually, making corrections in preparation to share contract with PBL groups.</p> <p>Station 2 - Language: Parts of Speech and Active/Passive Voice ~ Students will review videos and presentations in Language folder in Google Drive on Parts of Speech and Active/Passive Voice, then take online quizzes on each to check for mastery. ~ I will conduct a short mini-lesson on the purpose of active voice in contracts, showing examples of incorrect and correct usage.</p> <p>Station 3 - Genre: Elements of Fiction/Plot - "Secret Life of Walter Mitty" ~ Students will read and take notes on Elements of Fiction/Plot Prezi. http://prezi.com/ozid-2qyjs8k/elements-of-a-short-story/ ~ Students will work in pairs to complete a Plot Diagram for both Walter's dream and reality events ~ Mini-Lesson: Inferencing - definitions and examples https://www.youtube.com/watch?v=to30AJm2epQ ~ Students will present and discuss reasons for dreams (focus: Is he a leader?)</p>	<p>Remediation ~ Lunch Remediation/RTI ~ Individual conferencing ~ Small group instruction</p> <p>Enrichment ~ Students will apply these concepts to their Independent Reading Book.</p> <p>Learning Styles ~ Spatial ~ Linguistic ~ Interpersonal ~ Intrapersonal</p> <p>Membean Roots: ~ poly and mono</p>	<p>Station 1: ~ Final drafts of PBL Team Contracts due Friday, 8/22</p> <p>Station 2: ~ Parts of Speech and Active/Passive Voice online quizzes through snapshots of results screen.</p> <p>Station 3: ~ Text Dependent Questions on "The Secret Life of Walter Mitty"</p> <p>Station 4: ~ Screen shot/Copy of annotated article with symbols</p>

			<p>Students will complete text dependent questions for story in pairs.</p> <p>Station 4: Nonfiction Article - Central Idea and Supporting Details ~ Students will review prezis on Main Idea at the beginning of class and pre-read Grading Article once through. https://www.newsela.com/articles/grades-homework/id/2289/ ~ Mini-Lesson on Text Annotation - using symbols and highlighting as you read http://jllms.pasco.k12.fl.us/wp-content/uploads/jllms/2014/06/Annotations-Bookmark1.pdf ~ Students will read the article again in pairs, identifying the central idea and supporting details and annotating using symbols discussed.</p> <p>Summarizing Strategy: ~ Students will show understanding of the elements of fiction and plot through text dependent questions on the short story. ~ Students will show proficiency in Parts of Speech and Active Voice through online grammar quizzes. ~ Students will annotate and identify central ideas and supporting details in pair and group discussion/presentation of material.</p> <p>Homework : ~ Final Draft of PBL Team Contract ~ Independent reading of "The Secret Life of Walter Mitty" ~ Continue reading independent Reading Book and begin Assessment questions</p>		
2	<p>LT 2: Craft and Structure - (RL9-10.5) LT 3: Key Ideas and Details (RL9-10.1; RI9-10.1) PBL LT3:</p>	<p>~ iPad ~ Notability app for note taking ~ Edmodo to turn in assignments ~ Google Drive for word processing and peer writing ~ Prezi app for presentations ~ You Tube app for videos ~ paper, markers, crayons, pencils</p>	<p>Essential Questions: What makes a good leader? How does the structure of a text create effect and meaning? How does mood and tone add interest to a story? How do proper capitalization and end marks add clarity to my writing? How do different literary devices add to the depth of a story?</p> <p>Set: ~ The teacher will begin rotating Stations daily this week, with small group instruction and conferencing by teacher as needed. ~ The teacher will add all station resources and material to the Google Drive folder for Week 2, having the students follow the procedure for finding the directions and resources using Edmodo and Google Drive. ~ The teacher will have students work collaboratively and individually on station activities.</p> <p>Teaching Strategies:</p> <p>Station 1 - Short Story: "The Mask of the Red Death" ~ Students will answer the question on Padlet: What are the qualities of a good leader? ~ Students will review the definitions of tone and mood - http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/ ~ Small Group Lesson: Whole Group Discussion Questions ~ Students will answer Small Group questions together, citing text evidence. ~ Students will complete Individual text dependent questions for homework.</p>	<p>Remediation ~ Lunch Remediation/RTI ~ Individual conferencing ~ Small group instruction</p> <p>Enrichment ~ Students will apply these concepts to their Independent Reading Book; creative opportunities with Visual Representation activity</p> <p>Learning Styles ~ Spatial ~ Linguistic ~ Interpersonal ~ Intrapersonal</p>	<p>Station 1: ~ Whole group, pairs, and individual text dependent questions on "The Mask of the Red Death"</p> <p>Station 2: ~ Capitalization and End Marks online quizzes through snapshots of results screen</p> <p>Station 3: Visual Representation of Literary Device</p> <p>Station 4: Constructed Response questions using</p>

	<p>Conventions of Standard English (L9-10.2)</p> <p>LT 1: Key Ideas and Details - (RI9-10.2)</p>		<p>Station 2 - Capitalization and End Marks ~ Students will review videos and presentations in Language folder in Google Drive on Capitalization and End Marks, then take online quizzes on each to check for mastery. ~ Small Group Conference: Writing is not like texting - USE CAPS AND END MARKS!</p> <p>Station 3 - Literary Devices ~ Students will review Literary Devices prezis/video https://www.youtube.com/watch?v=uCMniNKxLFk ~ Visual Representation Activity: Students will randomly choose a Literary Device term and create a hard copy visual representation (paper/markers), including the definition, to be posted on our Literary Devices Wall. Students could also act out and take a still photo, adding text with definition and term.</p> <p>Station 4: Nonfiction Article - Central Idea and Supporting Details ~ Students will pre-read Article once through. https://newsela.com/articles/goat-landscaping/id/788/ - article in prezi as well ~ Mini-Lesson on Constructed Response Strategy: RACE http://prezi.com/v7xq-u_wlro/race-strategy-written-response/ - Prezi with activity ~ Students will read the article again, answering the Prezi Activity question in pairs and sharing with group. Group members analyze answer for RACE format and give feedback. ~ Students will use the RACE strategy to answer questions about the article independently.</p> <p>Summarizing Strategy: ~ Students will show understanding of text structure and tone and mood through text dependent questions on the short story. ~ Students will show proficiency in capitalization and end marks through online grammar quizzes. ~ Students will show understanding of the RACE format and literary devices in pair and group discussion/presentation of material.</p> <p>Homework : ~ Independent reading of "The Mask of the Red Death" ~ Independent questions for "The Mask of the Red Death" ~ Continue reading Independent Reading Book and working on Assessment Questions</p>	<p>~ Kinesthetic</p> <p>Membean Roots: micro and mega</p>	<p>RACE strategy.</p>
3		<p>~ iPad ~ Notability app for note taking ~ Edmodo to turn in assignments ~ Google Drive for word processing and peer writing ~ Prezi app for</p>	<p>Essential Questions: What makes a good leader? What is the difference between explicit and inferred information? How does foreshadowing add suspense and interest to a story? What strategies can I use when reading nonfiction to analyze the central idea and supporting details?</p> <p>Set: ~ The teacher will have students begin rotating Stations daily this week, with small group instruction and conferencing by teacher as needed. ~ The teacher will add station resources and material to the Google Drive folders for Week 3, having the students use both Edmodo and Google Drive individually and working</p>	<p>Remediation ~ Lunch Remediation/RTI ~ Individual conferencing ~ Small group instruction</p> <p>Enrichment ~ Students will apply these</p>	<p>Station 1: ~ Collaborative pairs and individual text dependent summative practice questions on "The Mask of the Red Death"</p> <p>Station 2:</p>

<p>LT 2: Craft and Structure - (RL9-10.5) LT 3: Key Ideas and Details (RL9-10.1; RI9-10.1)</p> <p>LT 1: Key Ideas and Details - (RI9-10.2)</p>		<p>presentations ~ You Tube app for videos</p>	<p>with those who are still having difficulty. ~ The teacher will have students work collaboratively and individually on station activities.</p> <p><u>Teaching Strategies:</u></p> <p>Station 1 - Short Story: “The Most Dangerous Game” ~ Students will answer the question on Padlet: Why is the right thing not always the easy thing to do? ~ Small Group: Discuss padlet and mini-lesson on foreshadowing http://prezi.com/g3mpmrbhxbzc/flashback-and-foreshadowing/ ~ Work in pairs to complete Summative Practice Questions for “The Most Dangerous Game”, including the rewrite of the ending in the style of the author</p> <p>Station 2 - Nonfiction: Central Idea and Supporting Details ~ Students will pre-read article once through http://www.naturalnews.com/025790_health_depression_television.html ~ Students will work independently to answer Summative practice questions, using annotation and RACE strategies to help them. ~ Students will work in pairs to check/evaluate answers - teacher will assist.</p> <p>UNIT 1 SUMMATIVE ASSESSMENT - WRITTEN TEST</p> <p><u>Summarizing Strategy:</u> ~ Students will show understanding of inference and foreshadowing through text dependent questions on the short story. ~ Students will show understanding of central idea and supporting details through the nonfiction summative practice questions. ~ Students will show mastery of the Learning Targets through the Unit 1 Summative Assessment.</p> <p><u>Homework :</u> ~ Independent reading of “The Most Dangerous Game” ~ Independent questions for “The Most Dangerous Game” ~ Continue reading Independent Reading Book and working on Assessment Questions</p> <p><u>Unit 1 - Independent Reading Book Questions (Summer Reading)</u></p> <p>Learning Target 2: Craft and Structure - I can analyze and determine the series or order of events of a text and make connections between these events, analyzing how this structure creates effects and meaning.</p> <p><u>Mastery Level Tasks:</u></p> <p>Proficient: ~ Identify the five Elements of Fiction for your chosen independent reading book, citing an example from the text for each of the five Elements of Plot from the story. Use a Plot Diagram template to help you (You can use the one we used in class for “The Secret Life of Walter Mitty”).</p>	<p>concepts to their Independent Reading Book; Students can develop Narrative Writing on the advanced level question for “The Most Dangerous Game”</p> <p><u>Learning Styles</u> ~ Spatial ~ Linguistic ~ Interpersonal ~ Intrapersonal</p>	<p>~ Text dependent summative practice questions on Central Idea and Supporting Details.</p> <p><u>Summative:</u> ~ Unit 1 Summative Assessment - Written Test</p>
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