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| Peachtree Charter Middle School |
| **Teacher:****Co-Teacher/Para:** | Mr.Henley | Week of: October 16th-October 20th | Unit Implementation Week: Example: Week 2 |
| **Course:** | English/Language Arts | Unit Name: Exploring Narrative & Comparing & Contrasting Written and Visual Literacy |  |
| **Priority Standards:****(content specific)** | ELAGSE7RL7:COMPARE & CONTRAST a written story, drama, or poem to its audio, filmed, staged, or multimedia version, ANALYZING THE EFFECTS of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).ELAGSE7RI7:COMPARE & CONTRAST a text to an audio, video, or multimedia version of the text, ANALYZING each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).ELAGSE7RI9:ANALYZE how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations (INTERPRET) of facts.ELAGSE7W7:CONDUCT short research projects to ANSWER a question, drawing on several sources and GENERATING additional related, focused questions for further RESEARCH and INVESTIGATION. |
| **Supporting Standards:****(content specific)** | Standards and Guiding Practices: Supporting StandardsELAGSE7RL5:Analyze how a dramas or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.ELAGSE7RI5:Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.ELAGSE7RI6:Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.ELAGSE7W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)ELAGSE7W6:Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.ELAGSE7W8:Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.ELAGSE7SL4:Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.ELAGSE7SL5:Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.ELAGSE7SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)ELAGSE7L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Explain the function of phrases and clauses in general and their function in specific sentences.Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*ELAGSE7L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).Spell correctlyELAGSE7L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*ELA Overarching StandardsELAGSE7RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.ELAGSE7RI.10: By the end of the year read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.ELAGSE7W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (begins in grade 3) |
| **Non-Content Standards:** | ***N/A*** |
| **Learning Targets:**  | ***The students will be able to compare & contrast written and visual literature.*** |
| **Essential Question(s):** | 1. How are film and dramatic techniques used to tell a story different from those used in literature?
2. How do film and dramatic techniques influence our understanding of characters, mood, plot, or theme?
3. Why would you read the text of an audio, video, or multimedia presentation?
4. How can authors writing about the same topic generate different interpretations?
5. How do authors determine which facts are important and what evidence to emphasis?
6. Why is it necessary to use several sources when conducting research to answer a question?
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| **Big Idea(s):****(main ideas, foundational understandings, conclusions or generalizations0** | 1. ***Filmmakers and playwrights purposely create a desired effect to influence the audience’s perception and understanding of the story.***
2. ***Film and dramatic techniques influence our understanding of characters, mood, plot or theme by combining all elements to further develop the story.***
3. ***You read the text to get the purpose and meaning without the emotional impact of the presenter.***
4. ***An author’s viewpoint affects their interpretation of the facts.***
5. ***Authors emphasize evidence and choose facts that align with their personal experience and viewpoint.***
6. ***Several sources will provide different views and valid information to help answer a question.***
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| **Academic Vocabulary:** | Academic Vocabulary: Sadlier Oxford Level B  |

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|  | Unit Specific Vocabulary: storydramapoemaudiovideomultimediafilm techniqueslightingsoundcolorcamera focusframinganglescameramovementsdeliveryvolumework citedcitationparaphrasetable of contentsourceplagiarismnote takingkeywordssourceprimarysecondaryprinteddigitalaudio-visualbiascredibilityreliabilityaccuracyskimannotatesummaryparaphrasedirect quotecopyrightscriptdramacompare/contrastinterpretationpoint of viewconflictresearchhypothesismanuscript styleinquiryinvestigationfocused question |

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| **STEM** **Interdisciplinary Integration:** | ***N/A*** |
| **Engaging Performance Scenario:** | Suddenly, a time machine has landed at your school’s front door. A historical figure that you recently read about has emerged andhe/she is lost in time. You must help this character by creating a present-day sequel to his/her story through an illustrated narrative.Your narrative must provide major events and different points of view of today’s history and change the main character’s point-ofviewfrom the original story. You must show understanding of the historical text you are studying by creating a plot diagram. |
| Resources:(weekly materials chosen to support teaching and learning) | Textbooks |  | Lab Materials |  | Manipulatives | Other: (List the other resources below.) |
| Audio/Visual Aids | X | Course syllabus |  | Internet (Tech) |  |
| Handouts | X | Dictionaries | X | Electronic Devices |  |
| White Boards | X | Video Clips | X | Promethean Board |  |
| Daily Lesson Plan for Monday |
| Pre-Instructional Activity: | ***Types of Verbs*** |
| Opening (ENGAGE): | ***Ten-Minute Grammar: Verbs Day 5*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | **Vocabulary: Review Vocabulary Chart****Animal Farm: Animal Farm DBQ Roadmap/Bucketing & Essay Outline** |
| CLOSING: (EVALUATE):  | **???Questions???** |
| HOMEWORK | 1. ***Complete “Completing the Sentence” 2) Animal Farm Final Project Due Friday 3) DBQ Essay & Packet Due 10/27***
 |
| Daily Lesson Plan for Tuesday |
| Pre-Instructional Activity: | ***Types of Verbs*** |
| Opening (ENGAGE): | ***Ten-Minute Grammar: Verbs Day 7*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Vocabulary: Review Completing the Sentence******Animal Farm: Animal Farm DBQ Essay/Project Workshop/Animal Farm (1999) Compare/Contrast***  |
| CLOSING: (EVALUATE) | **???Questions???** |
| HOMEWORK | 1. ***Complete “Synonyms & Antonyms” 2) Animal Farm Final Project Due Friday 3) DBQ Essay & Packet Due 10/27***
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| Daily Lesson Plan for Wednesday |
| Pre-Instructional Activity: | ***Types of Verbs*** |
| Opening (ENGAGE): | ***Ten-Minute Grammar: Verbs (Extra Practice)*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Vocabulary: Review Synonyms & Antonyms*** ***Animal Farm: Animal Farm DBQ Animal Farm DBQ Essay/Project Workshop/Animal Farm (1999) Compare/Contrast*** |
| CLOSING: (EVALUATE) | **???Questions???** |
| HOMEWORK | 1. ***Complete “Choosing the Right Word” 2) Animal Farm Final Project Due Friday 3) DBQ Essay & Packet Due 10/27***
 |
| Daily Lesson Plan for Thursday |
| Pre-Instructional Activity: | ***Types of Verbs*** |
| Opening (ENGAGE): | ***Ten-Minute Grammar: Verbs (Extra Practice)*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Vocabulary: Review Choosing the Right Word******Animal Farm: Animal Farm DBQ Animal Farm DBQ Essay/Project Workshop/Animal Farm (1999) Compare/Contrast*** |
| CLOSING: (EVALUATE | **???Questions???** |
| HOMEWORK | 1. ***Complete “Vocabulary in Context” 2) Animal Farm Final Project Due TOMORROW 3) DBQ Essay & Packet Due 10/27***
 |
| Daily Lesson Plan for Friday |
| Pre-Instructional Activity: | ***Types of Verbs*** |
| Opening (ENGAGE): | ***Ten-Minute Grammar: Verbs (Extra Practice)*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Vocabulary: Sadlier Oxford Level B Unit 2 Quiz & Sadlier Oxford Level B Unit 3 Chart******Animal Farm: DBQ Animal Farm DBQ Essay/Project Workshop/Animal Farm (1999) Compare/Contrast*** |
| CLOSING: (EVALUATE) | **???Questions???** |
| HOMEWORK | 1. ***Complete “Vocabulary Chart” 2) DBQ Essay & Packet Due 10/27***
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| Differentiated Instruction(content, process, product) | Assessment Evidence(formative, summative) |
| ***In this section, the teacher will provide a description of the way in which they differentiate their lesson for their students-content, process or product. The description does not need to be student specific. Also, teachers who have co-teachers can summarize their lesson contribution here.***  | ***In this section, the teacher will identify any planned assessments and explain the assessments that were used during the week.*** ***Common Assessments******Unit Assessments******Summative/Formative Assessments******Illuminate*** ***Paper/Pencil*** |
| *Adapted from the DCSD RCD Aligned Lesson Plan Template 8.31.17* |

Additional Resources as Needed

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| *in the areas below, place an “x” in the boxes to indicate selected strategies and resources* |
| **Research Based Instructional Strategies:****(weekly strategies chosen to guide teaching and learning)** | **OPENING: Engaging instructional activity** | Activate Prior Knowledge |  | Questioning(Raises questions) |  | Clarify Previous Lesson |  | Phenomenon |  |
| Provide Feedback |  | Scaffold Instruction |  | Create Interest |  | Other: |  |
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| **WORK PERIOD:****Exploring, Explaining, Extending, and Elaborating** | Facilitate Learning |  | Academic Discussions |  | Cooperative Learning |  | Other: |  |
| Demonstrate/Model |  | Generating and Testing Hypotheses |  | Independent Learning |  | Other: |  |
| Explain/Apply/Extend concepts and skills |  | High-Level Questioning |  | Interdisciplinary Writing |  | Other: |  |
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| **CLOSING:****Evaluating** | Summarize Lesson |  | Provide Alternate Explanations |  | Respond to EQs |  | Other: |  |
| Allow students to assess their own learning |  | Quick Write |  | 3-2-1/K-W-L |  | Other: |  |
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| Intervention Strategies |
| **Intervention Strategies****(Tiers 1, 2.3)****Additional Support in the Classroom** | **Specifically Designed Instruction for the Exceptional Education Students** | **Strategies for English Language Learners** |
|  | Re-voicing |  | Conferencing  |  | Visuals/ Realia |
|  | Explaining |  | Additional time |  | Front-loading |
|  | Prompting for participation |  | Small group collaboration |  | Echoing/Choral Response |
|  | Challenging or countering |  | Modify quantity of work |  | Color-coding |
|  | Asking “Why?” “How” |  | Take student’s dictation |  | Multiple exposures in different media |
|  | Reread |  | Scaffold Information |  | Pair-share |
|  | Practice new vocabulary |  | Differentiated content/process/product |  | Modeling |
|  | Assistive technology |  | Consistent reward system |  | Language scaffolds: eg, sentence frames |
|  | Pre-teach & re-teach in a different way |  | Refer to student’s IEP or 504 Plan |  | Deconstruct complex sentences |
|  | Use of manipulatives |  | Assistive technology |  | Increase student-to-student talk |
|  | Collaborative work |  |  |  | Strategies vocabulary instruction |
|  | Create differentiated text sets |  |  |  | Additional Think Time |
| **Gifted-Extensions for Learning** |
| **Tier 1** |
|  | Flexible-Learning Groups |  | Varied Pacing with Anchor Options |  | Varied Supplemental Materials |
|  | Choice of Books |  | Work Alone or Together |  | Computer Mentors |
|  | Homework Options |  | Flexible Seating |  | Think-Pair-Share |
|  | Use of Reading Buddies |  | Varied Scaffolding |  | Open-Ended Activities |
|  | Various Journal Prompts |  | Varied Computer Programs |  | Explorations by Interest |
|  | Student/Teacher Goal Setting |  | Design-A-Day |  |  |
| **Tier 2** |
|  | Gifted Educ Cluster Classes |  | Alternative Assessments |  | Community Mentorships |
|  | Gifted Educ Collaboration Classes |  | Subject Advancement within class |  | Stations |
|  | Tiered Activities and Products |  | Curriculum Compacting |  | Group Investigations |
|  | Use of Literature Clubs |  | Tiered Centers |  | Assess Students in Multiple Ways |
|  | Multiple Testing Options |  | Spelling by Readiness |  | Student Choice |
|  | Multinple Texts |  | Varying Organizers |  | Simulations |
| **Tier 3** | **Tier 4** |
|  | Advanced Content( all core content) |  | Above grade level accelerated (all core content) |
|  | Resource Classes |  | Advanced Placement Classes |
|  | Independent/Directed Study |  | International Baccalaureate Classes |
|  | Socratic Seminars |  | Internships/Mentorships |
| **21st Century Learning Skills: (weekly strategies chosen to guide student engagement)** | Teamwork and Collaboration |  | Innovation and Creativity |  | Accessing and Analyzing Information |  |
| Initiative and Leadership |  | Critical Thinking and Problem-Solving |  | Effective Oral and Written Communication |  |
| Curiosity and Imagination |  | Flexibility and Adaptability |  | Other:  |  |
| *Adapted from the DCSD RCD Aligned Lesson Plan Template 8.31.17* |