Berea High School *Community ~ Character ~ Excellence*

Teacher: C. Klingler **Week:**

Lesson Title:

Unit Title: **Class:** English 1/2 CP

Unit Learning Objective: By **the end of the unit**, I will be able to **BLOOM'S VERB** and **CONTENT/ SKILL/CONCEPT** by **ACTIVITY/SHOWING VERB** a(n) **ASSESSMENT OR PRODUCT**.

Quick Links: **GCS Unit Curriculum Map: High School Landing Page - Block** **Writers Workshop Lessons** **EOC Multiple Choice Question Review** **V2 Weekly Lesson Plan Template** **Teacher Talk - Template** **EOC Benchmark Intro Slides** **Off to the Races** **Off to the RACEs Reading Quick Links** **Let's Celebrate! Holiday Lesson Plans & Activities** **Sub Speech** **Allusion Film Club Video Links** **Allusion Film Club Assignment Instructions** **ML WIDA Allusion Film Club Instructions** **E2 Allusion Film Club Models** **Grade Conference Form**	**Key Vocabulary**: **Vocab Organizer** Text Specific: " " - Text Specific: " " - Content Specific: - **Essential Questions** •
TeacherTalk for Lesson/Unit: **Preceding Lesson/Unit:** **Following Lesson/Unit:**	← = Needs Editing/Need to Make **Materials:** **↑↑Reflection↑↑** • x ---------- -->>>
Learning Targets: I will be able to **BLOOM'S VERB** and **CONTENT/SKILL/CONCEPT** by **ACTIVITY/SHOWING VERB** a(n) **ASSESSMENT OR PRODUCT**.	**Language Objectives**:

• x	- Students will demonstrate proficient verbal and written communication skills by articulating their thoughts in complete sentences and utilizing appropriate end punctuation. - Students will consistently demonstrate the ability to identify and categorize parts of speech, including nouns, verbs, adjectives, and adverbs, in sentences and texts, showcasing a comprehensive understanding of linguistic structures and enhancing their language analysis skills. - Students will effectively express and exchange ideas, opinions, and information with their peers using clear and concise verbal communication, actively listening to understand and responding appropriately, while utilizing varied vocabulary and language structures.
Standard(s): **ELA.E2.C.7.1** Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences **ELA.E2.AOR.8.1** Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts. **ELA.E2.AOR.6.1** Summarize and/or paraphrase content from grade-level text to enhance comprehension	**Formative & Summative Assessment(s):** Summative Options: Reasoning and Gathering Credible Evidence

Activating Strategies *(i.e. connections to prior knowledge, building background, etc.)*	**Instructional Delivery (Notes/Activities/Materials)** *(i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.)*	**ESOL Accommodations & UDL Framework** *(Multiple means of engagement, representation, action, and expression)*
ENGLISH 2 "Prime Time" E2 "Prime Time" August E2 "Prime Time" September E2 "Prime Time" October E2 "Prime Time" November E2 "Prime Time" December E2 "Prime Time" January E2 "Prime Time" - February • "Do Now" MONDAY Monday - Would You Rather…?	• Bias ○ The Oatmeal - "You're Not Going to Believe…" ○ You're not going to believe what I'm about to tell you - The Oat… • Tone: Objective vs. bias ○ Copy of Identifying Bias in the Media ○ Copy of Teacher Slide Presentation Reference Sheet ○ Copy of Grade 10 - Challenging Confirmation Bias - Lesson Slides ○ Copy of Grade 10 - Challenging Confirmation Bias - Biased Brai… • Good vs. Bad Resources ○ Us Government now owns… ○ Georgia Man… COVID… Pokemon • Objective Summary	These techniques and strategies, or some variation, are used when appropriate in planning for, and administering content to, level 1 & 2 ML students. • Guided notes • Side by side translations • Translated materials and directions • Sentence stems • Pointing • Slowed down speech • Simplified word use

100 Would You Rather Quest… TUESDAY Think About It Tuesday What's going on in this picture? WEDNESDAY Wordle Wednesday WORDLE WINS Tracker Make Your Own Wordle 5 Letter Words - Explore the … THURSDAY Throwback Thursday 78 Funny Inspirational Quote… FRIDAY Fun Fact Friday 101 random fun facts that wi… • Reading Discussion Reading Discussion Procedures Story Snapshots Worksheet.pdf Story Snapshot 3-2-1 ML Story Snapshot 3-2-1 & E… "Prime Time" Text Selection Whose phone is this Reading … • Florida Man Friday Florida Man Friday Links Florida Man Activities Florida Man Friday Worksheet SP Florida Man Friday Works… • Inquiry Quest Inquiry Quest Worksheet ML Inquiry Quest Worksheet … Eng 2 Inquiry Quest Topics Inquiry Quest Example Inquiry Quest Directions.pdf SP Inquiry Quest Directions.pdf Inquiry Quest Student Exam… SP Inquiry Quest Student Exa… • Writing Sprints Writing Sprints Writing Sprint Make-ups	• Genius Hour Passion Project • Jigsaw - Opposition to Women's Suffrage ○ Making inferences and citing text evidence: Text Message Analysis ■ Use this to review allegory (purpose for reading) ○ Ex-President Grover Cleveland on Women's Suffrage.jpg ○ JB Sanford - Against Women's Suffrage.pdf	• Accommodated assignments • Heterogeneous/Homogeneous grouping • Use of Google Translate • Word banks • Videos with Spanish captions • Transcripts for videos • Supplemental videos • 1 to 1 interventions

Example - Writing Sprints English - Writing Sprints Spanish - Writing Sprints French - Writing Sprints Chinese - Writing Sprints Arabic - Writing Sprints 60 Creative Journal Prompts … 101 Creative Character Arc P… Alt Literacy Writing Sprint Awards Author's Tea _____ New "Prime Time" Resources Learning Targets & Essential … "Prime Time" Template - V2 Additional Resources Weekly Virtual Journal		
In with the new… Logical Fallacies Question Trail Toni Morrison's 10 Steps Toward Fascism Bias Spectrum Activity		
Out with the old…		