



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: “ “

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Text Specific: “ “

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Content Specific:

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Essential Questions

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TeacherTalk for Lesson/Unit:

Preceding Lesson/Unit:

Following Lesson/Unit:

= Needs Editing/Need to Make

Materials:

• x

↑↑Reflection↑↑-----
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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>(i.e. connections to prior knowledge, building background, etc.)</i>	Instructional Delivery (Notes/Activities/Materials) <i>(i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.)</i>	ESOL Accommodations & UDL Framework <i>(Multiple means of engagement, representation, action, and expression)</i>
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
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Example - Writing Sprints English - Writing Sprints Spanish - Writing Sprints French - Writing Sprints Chinese - Writing Sprints Arabic - Writing Sprints PDF 60 Creative Journal Prompts ... PDF 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...		