**What’s Going on in SMHS English Classes – 4th Quarter**

**READING INTERVENTIONS CLASSES (Greg B.: freshman; Jessica B. 10-12)**

* Combo of
	+ Read180 (freshman only)
	+ Achieve3000
	+ Supporting regular English class coursework (AR goals, major summatives)
	+ Work sample mop-up

**FRESHMAN PLC**

* **PLC Members:** Jen McKenzie, Kalin Cross, Greg Bryant, Jessica Bangma, Caroline Campbell
* **On-going:** AR goals; Noredink daily practice; Quizlet vocab; read, write, speak
* **Collections:** Fahrenheit 451/Outliers (Honors)
* **Work Sample:** on-demand argumentative essay

**Quarter 4 Learning Targets:**

* AR Target: I can read and comprehend grade level texts (30 pts due 5/29, top lexile score of the year).
* Target #1 (Reading): I can define rhetoric and argumentative terms (quizlet).
* Target #2 (Reading): I can identify when an author uses a rhetorical strategy and analyze how the rhetoric strengthens his/her point of view.
* Target #3 (Writing): I can write an argumentative essay while maintaining an objective tone, formal style, paraphrased/direct quotes, transitions, and a sound conclusion.
* Target #4 (Writing): I can determine the credibility of a source by using the ABC method.
* Target #5 (Writing): I can avoid plagiarism by paraphrasing (putting in my own words) and/or quoting (directly stated “word for word”) information in my essay.
* Target #6 (Speaking): I can work with peers for collegial discussions (Socratic Seminar).
* Target #7 (Language): I can use correct grammar/sentence fluency (noredink).

**Quarter 4 Assessments:**

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| **Reading:**1. AR goals
2. Timed Writes
3. *Collections texts* / *Fahrenheit 451 / Outliers (Honors)*
 | **Writing:**1. On-demand Argumentative Essay
2. Timed Writing
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| **Speaking & Listening:**1. Socratic Seminar
2. “What I Learned Assignment”
 | **Language:**1. Argumentative vocabulary/ key terms Quiz
2. Sentence Fluency/Conventions on Argumentative Essay
3. Grammar Quiz (noredink)
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**Day-to-Day Plan:**

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| **ABC Dates** |  |  |
| **APRIL****7, 8, 9**ELA Adoption: 4/7, Middle School visit 4/9 | **Lesson 1**Pass out College and Career ReportsSRI/Lexile testingAR Read | **Lesson 2**Q4 Standards/TargetsArgumentative/Rhetorical Vocab Practice: QuizletCollections Text |
| **10, 13, 14** | **Lesson 3**Forming, Storming, Norming, PerformingNewspaper City! | **Lesson 4**Collections Text/Socratic Seminar Prep |
| **15, 16, 17**Ed Tech Summit 4/17 | **Lesson 5**Socratic SeminarIntroduce “What I Learned” Project | **Lesson 6**Argumentative Timed Write (20 minutes)In-Class Mini Pod-Grade Session |
| **20, 21, 22** | **Lesson 7**Collections Text/Socratic Seminar Prep | **Lesson 8**Socratic Seminar |
| **23, 24, 27** | **Lesson 9**Argumentative Timed Write (20 minutes)In-Class Mini Pod-Grade Session | **Lesson 10**Collections Text/Socratic Seminar Prep |
| **28, 29, 30**SOU | **Lesson 11**Socratic Seminar | **Lesson 12**AR Read (SOU trip) |
| **May****1, 4, 5** | **Lesson 13**Argumentative Timed Write (20 minutes)In-Class Mini Pod-Grade Session | **Lesson 14**“What I Learned” project Work Day |
| **6, 7, 8**Midquarter | **Lesson 15**Update data slides / AR readProficiency Make Up | **Lesson 16**Update data slides / AR ReadProficiency Make Up |
| **11, 12, 13** | **Lesson 17**Calibrate EssaySelect LPA topicsLPA read/prewrite | **Lesson 18**LPA prewrite |
| **14, 15, 18**LPA | **Lesson 19**LPA Day #1 | **Lesson 20**LPA Day #2 |
| **19, 20, 21**LPA | **Lesson 21**LPA Day #3 | **Lesson 22**LPA Day #4 (due/upload to Turnitin.com) |
| **22, 26, 27** | **Lesson 23**Argumentative LPA Pod Grade | **Lesson 24**AR Read (Redding) |
| **28/29, 1, 2**(modified schedule - Sr. boards)Redding  | **Lesson 25**Senior Boards / 3 Hr. Early“What I Learned” Work Day | **Lesson 26**Final SRI test |
| **3, 4**Finals: Evens/Odds | Podgrade – “What I Learned” Multigenre Project  | NA |
| **June 7:****1-7**half day | Pod Present – “What I Learned” Multigenre Project Presentations  | NA |

**SOPHOMORE PLC**

* **PLC Members:** Hector Santiago, Camille Schuler, Jenny Tyrrell, Rachel Allred (also teaches AP prep class), Emily Marshall
* **Collection:** Collection 3 – Response to Change
* **Common Texts:** Metamorphosis (novella by Kafka and graphic novel by Kuper)
* **On-going:** AR goal
* ENG 2 Academic Vocab: TADPOLE, analysis, inference, theme, claim, textual evidence, commentary, tone, diction, 1st/2nd/3rd person point of view, connotation, denotation, symbolism, metaphor, simile, personification, run-on, fragment, comma splice
* AP PREP Academic Vocab: (list above plus:) 3rd person omniscient point of view, 3rd person limited point of view, syntax, juxtaposition, synecdoche, context, dependent clause, independent clause Tone Words: (20 from list)
* Collections Specific Vocab: abstract, evolve, explicit, facilitate, infer, vermin, subordinates, plaintively, enunciate…

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| **Targets** | **Baseline Data** | **Formative Assessments****\*\*common** | **Summative Assessments****\*\*common** | **Extend/ Reteach****\*level ups?****\*grammarNotes?** | **Data for Analysis/ Comparison** |
| **ENG 2**: Ideas and Content: I can write an argument using relevant and sufficient evidence to support my claim.  |  |  |  |  |  |
| **ENG 2**: Organization: I can organize my essay with a clear thesis statement, an inviting introduction, three or more body paragraphs and a satisfying conclusion.  |  |  |  |  |  |
| **ENG 2**: Language:I can vary my sentence openers, lengths and structure; my word choice energizes my writing; I can properly punctuate, capitalize and spell.  |  |  |  |  |  |
| **AP PREP: (TKAM**) I can explain how multiple motivations create complex characters in a text and analyze how authors use complex characters to emphasize a particular theme. |  |  |  |  |  |
| **AP PREP: (AR**)  I can select, read and comprehend college level books. |  |  |  |  |  |
| **Eng 2**: I can identify and correct sentence fragments, run-on sentences and comma splices. |  |  |  |  |  |
| **Eng 2**: I can avoid first & second person POV in my academic writing (you). |  |  |  |  |  |
| **ENG 2/ AP PREP:** I can define and apply the terms from the academic vocabulary list. |  |  |  |  |  |
| **Eng 2:** I can read a book within the AR system and explain details of character developments and overall plot contained in the story |  |  |  |  |  |

**JUNIOR PLC**

* **PLC Members:** Joann Schaeffer, Adam Drew, Rebecca Read (Jenny T. also teaches 1 section of English 3)
* **Collection:** Collections 6 The Modern World
* **On-going:** Smarter Balanced prep; AR; independent reading

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| **Target** | **Baseline Data** | **Formative Assessments** | **Summative Assessments****\*note work samples where applicable** | **Extend/ Reteach** | **Data for Analysis/ Comparison** |
| Cite textual evidenceMLA Formattedwith in-text citations | Poems of the Harlem Renaissance | Questions from Close Reader “The Weary Blues” Poem by Langston Hughes | “How It Feels to be Colored Me” by Zora Neale HurstonQuestions in the Collections textbook“Perceptions” Common Core Assessments Book pg. 63 | Reggae song“Weary Blues”  | Socratic Seminar Harlem Renaissance Literary Movement \*Demonstrating knowledge of foundational works of American Literature  |
| Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. | Page 438Mini history lessons about the Modern Era in American History & The Subcultural facets within it. | “The Weary Blues” by Langston Hughes. Answer questions in the Close Reader and discuss answers and points of view with the class. | “How It Feels to be Colored Me” by Zora Neale HurstonQuestions in the Collections textbook“Perceptions” Common Core Assessments Book pg. 63 | First and Final Chapter of Zora Neale Hurston’s “Their Eyes are  Watching God”Trial and Triumph | “How it Feels…” pg. 116-120“The Weary Blues” pgs. 121-122 |
| Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as aesthetic impact. | Page 442 | “A Black Man Talks of Reaping” by Arna Bontemps  | Current Events Collaborative DiscussionBontemps has a stark view of the future, where the speaker’s children have not been able to overcome the injustice of their father’s experience.“Perceptions” Common Core Assessments Book pg. 63 | Current Events: Racial Tension situations in places like Ferguson.Discuss the idea of government rule dominated by a race that doesn’t inhabit the majority of the area. Is there something lost or missing when the “ruling” peoples are not the racial majority of the area? | “A Black Man Talks of Reaping” pgs. 442-444 in the Collections textbook. |
| Analyze the impact of the authors choices on the elements of a drama | “The Crucible” or “Death of a Salesman”“Their Eyes Were Watching God” | Analyze drama elements from Collections textbook questions during the reading of the play. | Analyze drama elements from Collections textbook questions during the reading of the play. | Close Reader pgs. 124-144 | Close Reader pgs. 124-144 |
| Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact. | “The Crucible” or “Death of a Salesman”“Their Eyes Were Watching God” | Analyze drama elements from Collections textbook questions during the reading of the play. | Analyze drama elements from Collections textbook questions during the reading of the play. | Close Reader pgs. 124-144 | Close Reader pgs. 124-144 |
| SMARTER BALANCED |  | Practice SB testing with the CAT and the PT simulations. | The actual Smarter Balanced Test | N/A | September 2015 scores...just holdin’ our breath. :) |

**SENIOR PLC**

* **PLC Members:** Emily Marshall, Kelly Burton, Leslie Davis
* **Collection:** Collection 5 and 6

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| **Targets** | **Baseline Data** | **Formative Assessments** | **Summative Assessments****\*note work samples where applicable** | **Extend/ Reteach****\*level ups?****\*grammarNotes?** | **Data for Analysis/ Comparison** |
| **Ideas and Content (Writing):** I can write a narrative that focuses on narrative techniques with strong ideas and relevant supporting details.  | * College essay from beginning of year
* Journal #1 Turn in as pre-assessment of Conventions and Ideas and Content.
 | Daily journal writes**Quote, Respond in Journal:**What does it mean?How did the person see the world in a new/different way?How have they impacted the world?  | * **2 page paper answering the 2 questions, using 4-6 people and their achievements as evidence:**

What mark will you leave? How will you live your life? * Portfolio: Abstract and Career related Learning
* Portfolio Evaluation
 | * Re-do/finish in Office Hours/Writing Center
 | * College essay from beginning of year
* Journal #1 Turn in as pre-assessment of Conventions and Ideas and Content.
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| **Conventions (writing):** I can write a narrative essay using correct spelling, punctuation, and grammar.  | * College essay from beginning of year
* Journal #1 Turn in as pre-assessment of Conventions and Ideas and Content.
 | Daily journal writes**Quote, Respond in Journal:**What does it mean?How did the person see the world in a new/different way?How have they impacted the world?  | * **2 page paper answering the 2 questions, using 4-6 people and their achievements as evidence:**

What mark will you leave? How will you live your life? * Portfolio: Abstract and Career related Learning
* Portfolio Evaluation
 | * Re-do/finish in Office Hours/Writing Center
 | * College essay from beginning of year
* Journal #1 Turn in as pre-assessment of Conventions and Ideas and Content.
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| **PORTFOLIO:** I can adhere to District Requirements of the Senior Portfolio. | * Project Evaluation
* Scored paper from Quarter 2/3.
 | * Check-in on correction of each element
 | * Portfolio Evaluation
 | * Re-do/finish in Office Hours/Writing Center
 | * Project Evaluation
* Scored paper from Quarter 2/3.
 |
| **Reading Info. Text (comprehension):** I can comprehend central ideas and integrate and evaluate information. | Assessments from previous quarters | * Opener in *Collections 6:* on page 475, ask the opening question in the Teacher’s Edition 476.
* Read essay on 493 “Dwellings” by Linda Hogan; FYI “Brandon Native Spends Year Alone on Alaskan Island.”
* Use “Close Readers” for an analysis of two poems both titled “Pastoral” by William Carlos Williams and Jennifer Chang.  Background information on Pastoral literature, poetry and art (music).
 | Assessment TBA | Re-do/finish in Office Hours/Writing Center | Assessments from previous quarters |
| **Reading Info. Text (analyze):** I can refer to specific ideas, individuals, examples or data to analyze nonfiction text.  | Assessments from previous quarters | * Opener in *Collections 6:* on page 475, ask the opening question in the Teacher’s Edition 476.
* Read essay on 493 “Dwellings” by Linda Hogan; FYI “Brandon Native Spends Year Alone on Alaskan Island.”
* Use “Close Readers” for an analysis of two poems both titled “Pastoral” by William Carlos Williams and Jennifer Chang.  Background information on Pastoral literature, poetry and art (music).
 | Assessment TBA | Re-do/finish in Office Hours/Writing Center | Assessments from previous quarters |
| **Reading Info Text (Interpret):** I can locate textual evidence to identify inferences and interpret non-fiction texts.  | Assessments from previous quarters | * Opener in *Collections 6:* on page 475, ask the opening question in the Teacher’s Edition 476.
* Read essay on 493 “Dwellings” by Linda Hogan; FYI “Brandon Native Spends Year Alone on Alaskan Island.”
* Use “Close Readers” for an analysis of two poems both titled “Pastoral” by William Carlos Williams and Jennifer Chang.  Background information on Pastoral literature, poetry and art (music).
 | Assessment TBA | Re-do/finish in Office Hours/Writing Center | Assessments from previous quarters |
| **Ideas and Content (Speech)** | Insert revised senior presentation scoring guide  |  |  |  |  |
| **Organization (Speech)**  | Insert revised senior presentation scoring guide  |  |  |  |  |
| **Language (Speech)**  | Insert revised senior presentation scoring guide  |  |  |  |  |
| **Delivery (Speech)**  | Insert revised senior presentation scoring guide  |  |  |  |  |
| **Audio/Visual (Speech)**  |  |  |  |  |  |