

English IV Regular and Honors (12th Grade English)

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English IV - 12

By Flaherty, Andy

Concept English Unit and Lesson Plan Requirements 2017/2018 [8/8/2017 to 8/9/2017]

Notes

The Concept English Unit and Lesson Plan Requirements describes how ALL 6-12 Units are laid out. Color Key: Black = Content, Blue = Research-based strategies from Concept Toolkit, Green = Writing/Reading/Speaking/Listening from HMH online, Orange = suggestions, Green = research-based strategies to be used/writing. We provide for 6 -12th grade core English classes. Using Focus Standards and examples of test question types our Units are built backwards from the Performance Based Assessment (PBA). In addition, Concept English provides a model week of elements that need to be included in each teacher's lesson plans. Teachers compact the curriculum and/or add to it based on the current data of her/his students. Our units have more than 600 attachments to help teachers facilitate the delivery of instruction. Teachers also receive professional development and a quick Tool Kit for instructional strategies. The body of the unit is written in black (do), green (research based strategies and writing connected to PBA), and orange (activities and ideas to build background knowledge and create interest). Each teacher needs a Teacher's Manual and their online access codes from Houghton Mifflin Harcourt (HMH) Collections to be able to benefit from these marvelous resources. IF THERE ARE ANY PROBLEMS OR MISSING LINKS CONTACT: aflaherty@conceptschoools.org

Standards

RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

Essential Questions

Each unit indicates the Essential Question/Enduring Understanding. Essential questions are essential but can be modified to fit the classroom. These elements provide a focus for instruction. It is a way to chunk a unit of study and allows the teacher to select only aspects of instruction that impact the larger understanding you want students to have over time. There will be other questions, of course, but this is the one teachers return to throughout the unit. In addition, teachers may also develop smaller, more specific questions for individual readings.

For Example

Enduring Understanding: Fear affects the brain and the body. Essential Question: What role does fear play in shaping who I am and what I do?

Enduring Understanding: Change is part of who we are. Essential Question: What does my response to change say about who I am?

Content/Academic Vocabulary

Color Key: Black = content, Blue = Research-based strategies, Green = Writing/Speaking/Listening from HMH, Orange = Ideas/Suggestions

NOTE: Honors Classes read ALL content in Collections plus additional readings assigned by teachers, plus BOTH PBA's at the end of the Unit.

Each unit has a brief, paragraph summary of the whole unit. This helps the teacher see the context for learning the individual readings and why the essential question/enduring understanding has been chosen. In addition, there will be academic vocabulary - Tier 2 - words teachers should model and repeat throughout the unit. Teachers add additional vocabulary from the readings and determine which strategies they believe will help their students.

Insert Concept English At-A-Glance (Chart will not print but is attached)

The following example (6th grade) demonstrates how the Content/Vocabulary section works for ALL 6-12 Units.

Unit Overview

Students explore how people experience fear and how fear affects the brain and body. Students analyze a variety of fiction, non-fiction, and poetry selections learning to cite textual evidence and describe the elements of a particular story, informational text, or poem. Students are expected to delve deeper into readings using Close Reading strategies and writing assignments to demonstrate what they have read.

FOCUS STANDARDS* (align these with tools like Measuring Up and AR 360)

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RL.6.3, RI.6.3, 4 & 5, SL.6.1, L.6.4, W.6.2

Indiana Focus Standards: 6.RL.2.3, 6.RN.3.2, SL.2.1, 6.RV.2.1, 6.W.3.2.b

Missouri Focus Standards: 6.RL.2.D, 6.RI.1.C & 2.A, 6.SL.1.B, 6.W.2.A.b

Ohio Focus Standards: RL.6.3, RI.6.2 & 5, SL.6.1, L.6.4.c, W.6.2

* Every state has a standard that asks students to cite textual evidence. No matter what standard is being tested students will be asked to prove it with evidence (Standard 1 in most states). Using evidence implies students can infer and analyze.

Academic Vocabulary

evident

factor

indicate

similar

specific

Sample Lesson Plan Activities

Facing Fear selections appear on Page 2d of the HMH Collections Teacher's Manual. Teachers plan lessons using research-based strategies that allows them to deliver instructions and build the skills necessary to master the 2 Anchor Texts and Final Performance Task. This means that since the Units reference the FOCUS STANDARDS, teachers must add additional standards/skills to their Units that students may need. It is also suggested that teachers add readings from Newsela and ReadWorks to support group work. If schools have budgets we highly recommend Leveled Reader bundles from Scholastic.

Refer to the HMH online resources for support. On the dashboard are the Interactive Writing & Speaking Activities. Also, under the Teacher Resource Tab you will find a drop down: English Workshop, Grammar Notes, Graphic Organizers, History/A & E Videos, etc.

Insert Concept High School Weekly Model (Chart will not print but is attached)

Note: The elements listed in the model week are essential. Teachers may reach out for support at any time via email

and telephone. Teachers will need to "chunk" parts of the Anchor Texts and use the "Analyze Text" questions that follow the readings to create bell ringers and exit slips. Sample question stems aligned to Focus standards follow the readings.

Daily Lesson Plan Design

Teachers are expected to create a safe and curious environment for students that reflects a Balanced Literacy approach and employs the Gradual Release Model of instruction. If teachers need support with these models there is information on the Concept English website (<http://english.conceptschoools.org/resources/>) and Webinars are offered as well.

Possible Activities to Get Into the Unit (orange means suggestions)

1. Students are presented a PP on Managing Emotions and take 2 column notes (attached)
2. Students review a PP on phobias (attached)
3. Students work on the etymologies of phobia words (attached)

Sample Daily Lesson Plan

Content Readings Unit 1

[Use these research-based strategies from the Concept English Toolkit for the Anchor Texts: Word Webs, QAR's, Dialectic Journals, It Says, I Think](#)

Close Reader short story "The Jumping Tree" - analyze how an author develops point of view through a characters feelings and actions to advance the plot (suggested pacing 2 days)

CCSS Focus Standard: RL.6.1

Indiana Focus Standard: 6.RL.2.1

Missouri Focus Standard: 6.RL.1.A

Ohio Focus Standard: RL.6.1

Pages 16b - 16f for Close Reading guidance

Students use evidence chart (graphic organizer) on page 16c

Complete short response (writing activity) on page 16f - teaching writing on demand is essential for test preparation and rigor. These activities can be included in journals to build fluency for the PBA as well.

On-line Interactive White Board Lesson - Participating in Collaborative Discussions

Close Reader magazine article "Face Your Fears..." - cite textual evidence to support main ideas (suggested pacing 2 days)

CCSS Focus Standard: RI.6.2

Indiana Focus Standard: 6.RN.2.1

Missouri Focus Standard: 6.RI.1.A

Ohio Focus Standard: RL.6.1

Pages 50b - 50e for Close Reading guidance

Students use evidence chart ([graphic organizer](#)) on page 50c

Complete short response ([writing activity](#)) on page 50e - practice writing on demand, summary writing, and restating (paraphrases)

Close Reader magazine article "Face Your Fears and Scare the Phobia Out Of Your Brain" - determine central idea and analyze how ideas and events impact each other ([suggested pacing 2 days](#))

CCSS Focus Standard: RI.6.2

Indiana Focus Standard: 6.RN.2.2

Missouri Focus Standard: 6.RI.1.D

Ohio Focus Standard: RI.6.2

Pages 58b - 58e for Close Reading guidance

Students use central idea chart ([graphic organizer](#)) on page 58c

Complete short response ([writing activity](#)) on page 58e

[On-line Interactive White Board Lesson - Writing as a process to get students involved in "thinking down the arm" and gathering ideas/notes in their folders for the PBA](#)

Anchor Text short story "The Ravine" - describe characters and setting and make inferences in the context of a short story ([suggested pacing one week](#))

CCSS Focus Standards: RL.6.1, RL.6.3, RL.6.5, SL.6.1

Indiana Focus Standards: 6.RL.2.1, 6.RL.2.3, 6.SL.2.1

Missouri Focus Standards: 6.RL.1.A, 6.RL.2.D, 6.SL.1.B

Ohio Focus Standards: RL.6.1, RL.6.3, SL.6.1

Refer to the Teacher's Manual for a Close Reading, text dependent question approach.

Character and Setting, Page 13

Conflict Practice and Apply, Page 16a of Teacher's Manual (good information to be included in student notes)

Making Inferences, Page 13 - repeat of Close Reader above

Analyzing Text, Page 14 (preview these questions, break them up into small group discussions, and create bell ringers)

Performance Task, Writing Activity - Essay, Page 14

Vocabulary Strategy, Context Clues, Page 15 (keep in binder under Vocabulary tab)

Language Strategy, Recognize variations from standard English, Page 16

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RL.1 & 3

1. The speaker of this essay/poem suggests that...
2. Why does this character act the way he/she does?
3. What is the purpose of this stanza or line or section?

Anchor Text online article "Fears and Phobias" - cite textual evidence to analyze text features and structure (suggested pacing 4 days)

CCSS Focus Standards: RI.6.1, RI.6.4, RI.6.6, SL.6.1

Indiana Focus Standards: 6.RN.2.1, 6.RN.3.2, 6.SL.6.1

Missouri Focus Standards: 6.RI.1.A, 6.RI.2.A, 6.SL.1.A

Ohio Focus Standards: RI.6.1, RI.6.5, SL.6.1

Refer to the Teacher's Manual for a Close Reading, text dependent question approach.

Cite Textual Evidence, Page 47

Analyze Structure, Page 47 (good information for student notes, combined with teacher information)

Analyzing the Text, Page 48 (preview these questions, break them up into small group discussions, and create bell ringers)

Performance Task, Summary, Page 48 (Teach students summary writing. This skill is essential for test preparation as many answers on multiple choice tests are written either summaries or paraphrases)

Vocabulary Strategy, Prefixes, Page 49

Language Strategy, Subjective and Objective Pronouns, Page 50

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RI.1 & 4

1. From the context in this paragraph, what does the technical term _____ mean?
2. Which paragraph could BEST be cited to support the idea that _____ thinks _____?
3. Which paragraph supports the idea that _____ does _____?

TEACHER'S ADD ADDITIONAL READINGS TO COMPLETE THE UNIT and PRACTICE THE FOCUS STANDARDS:

Collections - "Fine?" short story, "Stuff That Scares Your Pants Off" information text, "Wired for Fear" online Science article

Newsela - "The Tree House," "The Office"

Other - Teacher Choice

Student objectives (I can statements)

I can statements reflect the deconstruction of the standards into more kid friendly language. You may also reduce them further to fit the needs of your students.

Once you have selected the standards for the unit, you will have the option to select the I Cans from a drop down menu.

For Example

1. If you check the standard - Determine an author's point of view in a text and explain how it is conveyed in the text.
2. You will have the option to check one of the two I cans below.

I can determine an author's point of view or purpose in a text.

I can analyze how an author conveys his/her purpose in a text.

NOTE: These can be reduced even further in the classroom. I can figure out what the author is saying by how she says certain things in the article.

Lesson Plan/Activities/Strategies

August 8, 2017, Tuesday

BEFORE

This is where teachers indicate the way they will establish a tone or direction for the lesson. This may include bell ringers that activate prior knowledge, practice new skills, and introduce I can statements.

In addition to the Before, During, and After format teachers will be asked to select the standards being taught that day.

It is important that Concept teachers state the I can and post the I can repeating it throughout the lesson.

DURING

This is where teachers describe how they will engage students in the content. This should include the steps and focus on how students will master the standards.

Steps to the lesson and the strategies being used to deliver content instruction. This can also become the agenda for the day.

Remember that Concept English promotes a balanced literacy approach to instruction and expects teachers to use the gradual release model of modeling, practicing together, and then students working independently (I do, We do, You do).

AFTER

This is where teachers indicate how they will bring close, wrap up, and/or summarize the learning. In addition, teachers describe how they will measure the learning. This may be an exit ticket, a summary paragraph, or a check quiz.

August 9, 2017, Wednesday

Accommodations/Differentiation

Differentiation is essential for our Concept students. We have a wide variety of learning styles and grade level abilities in addition to our special needs students. NWEA and other diagnostics will have an impact on accommodations, but we know that IEP's will populate this page and provided a handy reference for teachers. Teachers will also do learning style indicators and other personality surveys during the first week of school that will help them determine how to group and for what purpose. Information will also be gleaned from tools they use like AR 360. An attachment of differentiation strategies and ideas will be included in each Unit.

We expect teachers to use small group differentiation at least **twice a week**. Teachers should consider this chart.

Insert Group Differentiation Graphic (Chart will not print but is attached)

Assessments/Assignments

Concept students need **multiple forms of assessments and feedback**. In addition to NWEA and State tests, we expect our teachers to create authentic assessments and execute the Performance Based Task (PBA) at the end of each of the 6 units. Teachers are encouraged to review released State tests. In addition, writing rubrics for each State are attached. It is best practice to have students compare/contrast rubrics (PBA vs. State for similarities).

Depending on your situation, teachers may sense ability levels vary throughout the classroom. Schools/teachers may want to consider the Benchmark Assessment System (BAS) advocated by our Director of Upper Elementary Education. This diagnostic will help you with ability groupings and will also help facilitate an effective use of Leveled Classroom libraries.

Example PBA for 6th Grade Unit 1 - Prepare 1 day a week throughout Unit and 2 days at the end

Teachers assign the PBA with the rubric at or near the beginning of the Unit and scaffold necessary sub-standards/skills that will lead to mastery. It is expected that teachers take students through the writing process throughout the Unit and provide formative feedback to help meet the needs of individual student writers.

CCSS Focus Standard: W.6.2

Indiana Focus Standard: 6.W.3.2.b (Note Indiana will have teacher created Quarterly assessments as well)

Missouri Focus Standard: 6.W.2.A.b

Ohio Focus Standard: W.6.2

There are, also, many smaller tasks throughout the 6 Collections Units that address the smaller, sub-standards/skills. They have been indicated in green. Also, the HMH online resources have many options such as the Interactive Whiteboard Lessons. **We do not suggest teachers give the whole end of unit test as it is very, very challenging. The best option is to use only test items that align with the focus standards and/or teacher's create their own quizzes using the Focus Standards.**

Schools have a number of different tools for teachers to chart student progress between the larger assessments. In addition to helping students individually, these tools have the ability to help our teachers group by ability and skill level. **THIS YEAR WE EXPECT 2 DAYS A WEEK TO HAVE SMALL GROUP DIFFERENTIATION. We encourage teachers to have a system for tracking formative and summative assessments/behaviors as well as having students maintain a Data Folder.**

Note: SIS Grade book allows you to track student work by standard.

If teachers are making their own tests, here is a handy link from Edutopia: <http://www.edutopia.org/assessment>.

We strongly encourage assessment of student public speaking and group work since we know that oral language proceeds the written word. Building skill orally will have a positive impact on student writing.

6-8th grade students complete a **pre** and **post** writing assessment. Teachers use the tools (AR 360/Measuring Up) in their buildings to practice skills between the three NWEA tests and implement reteaching.

9-12th grade students complete 3 EOC assessments - each of these have constructed response items as well as an essay and align with College Readiness (ACT/SAT). They align in large part to the Focus Standards. Based on the results of each EOC teachers create a re-teach plan by skill/standard.

Resources

Houghton Mifflin Harcourt (HMH) **Collections** is the chosen Concept English textbook for grades 6-12. Note: Teachers obtain their online pass codes from school administrators or directly from the HMH Rep for their region. See chart on Concept English website:

<http://english.conceptschoools.org/resources/>

The Fountas & Pinnell BAS System tool recommended by our Director of Upper Elementary Education is strongly suggested.

Phyllis C. Hunter **Classroom Libraries** from Scholastic are strongly suggested, especially for 6-8th grade independent reading.

Units also include attached **Readings** that can be modified by Lexile for small group differentiation from **Newsela** and **ReadWorks**. (indicated in orange).

Novels. Teachers chose novels from the approved list on our website under Resources (<http://english.conceptschools.org/resources/>) or submit a request, following the guidelines provided indicating how it will be used in our Unit. Schools should discuss during common planning time which novels are being used and where to avoid duplications. NO MORE THAN 3 NOVELS PER YEAR.

Other Favorite Resources

<http://www.readwritethink.org/>

<http://www.tolerance.org/classroom-resources>

<http://www.facinghistory.org/>

<http://newsela.com/>

<http://www.readworks.org/>

<http://www.k12reader.com/>

<http://learning.blogs.nytimes.com/category/language-arts/>

<http://www.sharemylesson.com/middle-school-english-language-arts-teaching-resources/>

<http://www.ted.com/>

<http://lesson-plans.theteachercorner.net/writing/>

Reflections

On-going reflection is essential for the Concept English Master Teacher. You may want to try the Kolb's Model of Reflection (Attached) or simply keep an open word document on your desk top. Dedicate ten minutes at the end of your day to type in something that worked, something that didn't, and something you want to try again.

Attachments

Standards

[StandardsWhatHowWhythirteen.org.pdf](#)

Essential Questions

[EssentialQuestiontraining.ppt](#)

[CreatingEnduringUnderstandingsandEssentialQuestions.pdf](#)

Content/Academic Vocabulary

[ISBE Academic Vocabulary.pptx](#)

Accommodations/Differentiation

[Co-TeachingIdeas.pdf](#)

[ASCDDifferentiationNotes.pdf](#)

[Copy of Differentiation with Social Media Tools \(1\).xlsx](#)

Lesson Plan/Activities/Strategies

[5 step lesson plan format.pdf](#)

[Five Common Mistakes in Writing Lesson Plans.html](#)

Assessments/Assignments

[EudtopiaTypesOfAssessment.pdf](#)

Unit Reflections

[KolbModelReflection.pdf](#)

English IV Regular and Honors (12th Grade English)

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English IV - 12

By Flaherty, Andy

Establishing Rituals and Routines [8/14/2017 to 8/18/2017]

Notes

Please refer to the first 20 day handout attached. Also, the Concept English At-A-Glance document under Concept English Unit and Lesson Plan Requirements.

Standards

Essential Questions

How does knowing who you are and how you think help you be a better student?

Let students know that behind every essential question is an enduring understanding of something that you want them to know. For this question it is when you know who you are and how you think chances are you can be a better student.

This question helps you focus instruction to master the standards. A great website for many topics is <http://www.thirteen.org/edonline/concept2class/standards/index.html> and it gives some great information on what standards are. Students need to have understanding of what these standards are and why we want them to master them.

Content/Academic Vocabulary

Color Key: Black = Content, Blue = Research-based strategies, Green = Writing vis HMH, Orange = Ideas/Suggestions

Unit Overview

Teachers lay out his/her expectations for the year and build rapport with the students. This unit is the time to select activities to help students understand how they learn best and to build cooperative inter-dependence between students in the class. It is highly suggested that teachers employ learning style indicators, determine preliminary ability groupings, develop shared classroom rules, introduce journal and reading log procedures, set up portfolios, and implement diagnostics. All of these activities can help the teacher lay out the road map for the year ahead and help students master the standards. One area that CCSS and now Ohio ask us to consider as we create rigorous learning environments is Bloom and Webb's Depth of Knowledge. Remember that the word "analysis" appears more than 70 times in our standards.

Layout of the Classroom

In/out box

Student Folders/Portfolios

Materials/Libraries

Anchor Charts - to be referred to throughout the year

Writing Process - stages of the writing process

Stations or Areas

Levels of Thinking (Chart does not print but attached)

Of no less importance is the establishment of daily rituals and routines that students become aware of and count on to be in place. Students should become familiar with the sections of the daily lesson (Bellringers, I cans, strategies, Exit slips, etc.), where materials are stored, the various work stations throughout the rooms, homework policy, and expectations that are outlined in the **course syllabus** (attached).

We strongly encourage the use of a Binder System that asks students to become responsible for their learning. It is checked monthly, first with students assessing their own work and then teachers using the same rubric to check for accuracy. The binder is organized around the systems introduced during the rituals and routines unit. Each day students put into their notes section, the agenda, learning standards and, as necessary classroom notes. Each quarter students first fill out their own **rubric** (attached).

Academic Vocabulary

Select key process words (20) that you plan to use throughout the year. Reward their use.

Things to include in this unit:

- syllabus
- learning style indicator or survey
- binder systems - set up and have students self check with a binder rubric modified for grade level
- scavenger hunt of text/text structures
- portfolio set-up
- a favorite exit-slip
- a checklist for informational writing
- setting a purpose and annotating/close reading
- group work contracts
- steps for enhancing discussions
- text dependent questions
- blooms question stems

Cover how and where you want these kept for handy reference in student binders!

Student objectives (I can statements)

I can statements reflect the teachers deconstruction of the standard to kid friendly language. While we have them here for you to select (after you have chosen the standards above) they may be further deconstructed in the classroom. To focus instruction, there should usually be one or two only, per period.

Lesson Plan/Activities/Strategies

Accommodations/Differentiation

Two handy references - ASCD Differentiation Notes and an Excel Spreadsheet of differentiation techniques with social media tools.

You will also be co-teaching with Special Education teachers. Here is a great resource on co-teaching.

Assessments/Assignments

Teachers in 6, 7, and 8th grade should use one of these days to do the pre-writing assessment, or during the Collection/Unit 1. Focus is on how students read a passage and use this passage in their writing to answer a question/prompt.

Resources

These are indicated above in the Content/Academic Vocabulary section.

Reflections

Reflection is the key to success. Try Kolb's Model of Reflection.

Attachments

Standards

[StandardsWhatHowWhythirteen.org.pdf](#)

Content/Academic Vocabulary

[AGuideToCreatingTextDependentQuestions.pdf](#)

[3SampleCourseSyllabi.pdf](#)

[LearningStyle1.pdf](#)

[LearningStyle2.pdf](#)

[LearningStyle3.pdf](#)

[Afbinderrubric.pdf](#)

[ScholasticTextScavengerHunt.pdf](#)

[Portfolios.pdf](#)

[ArticleonPortfoliosATeacherJourney.pdf](#)

[2+2ExitSlip.pdf](#)

[InformationalWritingChecklist.pdf](#)

[AnnotationCloseReading.pdf](#)

[edutopiagroupworkcontracts.pdf](#)

[Enchancing Discussions.pdf](#)

[BloomsGraphicwQuestionStems.pdf](#)

Student Objectives(I Can Statements)

[Deconstructing CCSS standards attachment.pdf](#)

Accommodations/Differentiation

[ASCD Differentiation Notes.pdf](#)

[Copy of Differentiation with Social Media Tools.xlsx](#)

[Co-TeachingIdeas.pdf](#)

English IV Regular and Honors (12th Grade English)

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English IV - 12

By Flaherty, Andy

Unit/Collection 1 - Chasing Success [9/8/2017 to 10/13/2017]

Notes

This unit utilizes the reading and writing activities included in the textbook, "Collections" for 12th grade, published by Houghton Mifflin Harcourt (2015). A curriculum map and Focus Standards overlay was provided to teachers April 2017 and was then posted on the Concept English website. Teachers follow the 6 unit scope and sequence but can make adaptations to fit their individual situations as informed by student data from NWEA, EOC's, and other tools like Measuring Up and AR 360. Teachers change the dates (From/To) above to fit their school calendar and then the lesson plans will populate with the correct dates. Second, teachers read through the explanation/context of the unit under Content/Academic Vocabulary (use the scrollbar). Within each section (all headings created by SIS are orange) requirements appear in black, strong suggestions are in orange, and blue indicates the researched-based strategies to use and green indicates the writing/speaking/listening strategies from HMH. Once the teachers have an understanding of the unit he/she can begin compacting and/or adding to the unit (also informed as the receive data on student performance). Teachers must add standards, beyond the Focus Standards, depending on the necessary skills that must be taught to reach mastery of all standards by years end. Finally, it is important that lesson plans allow us to see what is happening in the classroom following the before, during, and after format. Teachers attach resources, activities, and other strategies that they are using if they do not already appear in SIS.

Standards (only your state standards will appear here - focus only)

- L.12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- L.12.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- L.12.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage
- RI.12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RI.12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
- RI.12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- RI.12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- RL.12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.).
- SL.12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- SL.12.1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- SL.12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- W.12 - Writing.

- W.12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- W.12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- W.12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research

Essential Questions

Essential Question: What would you give up in order to be more successful?

Enduring Understanding: Sacrifice is part of success.

Content/Academic Vocabulary

Color Key: Black = required, Blue = research-based strategies, Green = writing/speaking/listening via HMH, Orange = ideas/suggestions.

NOTE: Honors Classes read ALL content in Collections plus additional readings assigned by teachers, plus BOTH PBA's at the end of the Unit.

Unit Overview

Students explore the relationship between success and sacrifice. Reading from a variety of genres like plays, informational texts from science, and novels students look at issues the lead to success and/or failure. Students share their own experiences and compare them to each other and the texts they read. Students site textual evidence to support their opinions and focus on how opinions become arguments while engaging in speaking and listening activities that help them learn from each other. Students are expected to delve deeper into readings using close reading strategies. The final assessment for this unit is a Compare/Contrast essay in which students compare and contrast the experience of Annie Johns with that of another character or person profiled in the Unit readings. Students will discuss the sacrifices individuals make and evaluate whether they are worth it.

FOCUS STANDARDS* (align with tools like Measuring Up and AR 360)

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RI.11-12.5 & 7, RL.11-12.3 & 4, 11-12.W.2 4 & 9

Indiana Focus Standards: 11-12.RN.3.2 & 4.2, 11-12.RL.3.1 & 11-12.RV.3.1, 11-12.W.3.2

Missouri Focus Standards: 11-12.RI.2.A & 3.B, 11-12.RL.2.A & 2.C, 11-12.W.2.A

Ohio Focus Standards: RI.11-12.5 & 7, RL.11-12.3 & 4, 11-12.W.2 4 & 9

Academic Vocabulary

accumulate

appreciation

conform

persistence

reinforce

* Every state has a standard that asks students to cite textual evidence. No matter what standard is being tested

students will be asked to prove it with evidence (Standard 1 in most states). Using evidence implies students can infer and analyze.

Lesson Plan Activities:

A complete list of Chasing Success selections appears on Page 2d of the Teacher's Manual. Teachers plan lessons using research-based strategies that allows them to deliver instructions and build the skills necessary to master the 2 Anchor Texts and Final Performance Task. This means that since the Units reference the FOCUS STANDARDS, teachers must add additional standards/skills to their Units that students may need. It is also suggested that teachers add readings from Newsela and ReadWorks to support group work. If schools have budgets we highly recommend Leveled Reader bundles from Scholastic.

Refer to the HMH online resources for support. On the dashboard are the Interactive Writing & Speaking Activities. Also, under the Teacher Resource Tab you will find a drop down: English Workshop, Grammar Notes, Graphic Organizers, History/A & E Videos, etc.

Insert Concept High School Weekly Model (Chart will not print but is attached)

Note: The elements listed in the model week are essential. Teachers may reach out for support at any time via email and telephone. Teachers will need to "chunk" parts of the Anchor Texts and use the "Analyze Text" questions that follow the readings to create bell ringers and exit slips. Sample question stems aligned to Focus standards follow the readings.

Activities attached under lesson plans. Reading the Anchor Texts and supplemental readings the idea of sacrifice can be personal or on behalf of someone or something else. One approach would be to look at how personal sacrifice and success impact the group as well. This first unit would give teacher and students the opportunity to really see their classroom as a society which is why the Constitution activity would be a great place to start.

Daily Lesson Plan Design

Teachers are expected to create a safe and curious environment for students that reflects a Balanced Literacy approach and employs the Gradual Release Model of Instruction. If teachers need support with these models there is information on the Concept English website (<http://english.conceptschools.org/resources/>) and Webinars are offered as well.

Possible Activities to get you into the unit (orange means suggestions):

1. Creating Your Own Constitution Activity - a great idea for beginning of the year. Will use this video here: <https://www.youtube.com/watch?v=bO7FQsCcbD8> and the attachments under the lesson plan section. Make the connection between a constitution and the rules of the classroom - what must I sacrifice so that we get along better?
2. Perhaps use the "What Is Sacrifice?" lesson and complete the small sacrifices activity sheet attached.
3. Use the Edutopia "True Grit" activity and connect grit to sacrifice and discipline which are necessary for success.
4. Attached are lessons from PBS - consider using the Memorial Day and The Role of Civil Disobedience Today pieces as a way to connect the sacrifice of martyrs as an example of why all success comes with sacrifice.
5. Remember that these students are also enrolled in College and Career Composition and connecting this class with that one through "What Is the Real Purpose of College?" or other readings about college is always a good idea.

6. Make the Connection between sacrifice and respect using the Respect questions attached.

Content Readings Unit 1

Use these research-based strategies from the Concept English Toolkit: Word Webs, Venn Diagram, Debate Strategies, Cornell Notes, and Socratic Seminars

See Digital Overview on Page 2c (Teacher's Manual) for full list of Teacher eBook materials, interactive whiteboard lessons, etc.

Close Reader non-fiction from "How Children Succeed - Kewauna's Ambition" - analyze the development of two or more central ideas (suggested pacing 2 days)

CCSS Standards: RI.11-12.2 & 3

Indiana Standards: 11-12.RN.2.2 & 2.3

Missouri Standards: 11-12.RI.1.D & 3.B

Ohio Standards: RI.11-12.2 & 3

Pages 18b - 18e for Close Reading

Use evidence chart (graphic organizer) on 18c

Complete Short Response (writing activity) on 18e

Close Reader opinion "A Right to Choose Single-Sex Education" - cite strong and thorough textual evidence (suggested pacing 2 days)

CCSS Standard: RI.11-12.1 (inferences)

Indiana Standards: 11-12.RN.2.1

Missouri Standards: 11-12.RI.1.A

Ohio Standards: RI.11-12.1

Pages 20b - 20e for Close Reading

Use evidence chart (graphic organizer) on 20c

Complete Short Response (writing activity) on 20e

Close Reader Short Story "Next Term, We'll Mash You" - make inferences and support them with text evidence (suggested pacing 4 days)

CCSS Standards: RL.11-12.1

Indiana Standards: 11-12.RL.2.1

Missouri Standards: 11-12.RL.1.A

Ohio Standards: RL.11-12.1

Pages 46b - 46f for Close Reading

Use evidence chart ([graphic organizer](#)) on 46c

Complete Short Response ([writing activity](#)) on 46f

Anchor Text essay "Marita's Bargain" - focus on how supporting details enhance main ideas in an essay ([suggested pacing 5 days](#))

CCSS Focus Standards: RI.11-12.5 & 7

Indiana Focus Standards: 11-12.RN.3.2 & 4.2

Missouri Focus Standards: 11-12.RI.2.A & 3.B

Ohio Focus Standards: RI.11-12.5 & 7

A close reading, text dependent approach to reading is indicated in the margins of the Teacher's Manual.

Determine Central Ideas, Page 15

Integrate and Evaluate Information, Page 15

Analyze Key Terms, Collaborative Discussion, Page 18a (Teacher's Manual)

Analyzing Text Questions, Page 16

[Performance Task, Writing Activity, Diary, Page 16](#)

Vocabulary Strategy- Context Clues, Page 17

Language Strategy - Subject-Verb Agreement, Page 18

Anchor Text novel excerpt "A Walk to the Jetty" from Annie John - focus on text's language and word choices involved in making valid inferences ([suggested pacing 7 days](#))

CCSS Focus Standards: RL.11-12.3 & 4

Indiana Focus Standards: 11-12.RL.2.3 & 11-12.RV.3.2

Missouri Focus Standards: 11-12.RL.2.C & 2.D

Ohio Focus Standards: RL.11-12.3 & 4

A close reading, text dependent approach to reading is indicated in the margins of the Teacher's Manual.

Analyze Author's Choices: word choice and supporting inferences, Page 43

Analyzing Story Elements, Setting, Practice and Apply, Page 46a (Teacher's Manual)

Analyzing the Text Questions, Page 44

Performance Task, Writing Activity - Letter, Page 44

Vocabulary Strategy - Etymology, Page 45

Language Strategy - Dashes, Page 46

TEACHERS ADD ADDITIONAL READINGS TO COMPLETE THE UNIT AND PRACTICE THE FOCUS STANDARDS:

Collection 1 - "Don't Eat Fortune Cookies", "The Secret To Raising Smart Kids", "Ile" and Media versions for comparison

Specific activities are included in the text. However, use the Information and Literature strategies attached under lesson plans.

Other - "For Parents, The Name Of Their Game is Sacrifice", "Walking Around Town", "Your Plate Is Bigger Than Your Stomach", "Women Fought For Voting Rights; Museum of Movement Fights To Survive"

Note: Assessments are referred to as Performance Tasks. Each unit/collection has a number of small performance tasks after each reading selection and two at the end that are summative at the end of each unit and one has been selected and listed under the assessment tab below. Teachers will also add their own quizzes, check tests, and alternative assessments as needed.

Student objectives (I can statements)

Teachers select I can statements from the drop down menu that correspond to the standards selected in the master unit as well as those added by the teacher as she/he adapts the unit.

Lesson Plan/Activities/Strategies

September 8, 2017, Friday

BEFORE

DURING

UNIT 1 - INTRODUCE YOUR GO TO STRATEGY and BEGIN SENIOR RESEARCH

AFTER

Accommodations/Differentiation

Differentiation is essential for our Concept students. We have a wide variety of learning styles and grade level

abilities in addition to our special needs students. NWEA and other diagnostics will have an impact on accommodations, but we know that IEP's will populate this page and provided a handy reference for teachers. Teachers will also do learning style indicators and other personality surveys during the first week of school that will help them determine how to group and for what purpose. Information will also be gleaned from tools they use like AR 360. An attachment of differentiation strategies and ideas will be included in each Unit.

We expect teachers to use small group differentiation at least **twice a week**. Teachers should consider this chart.

Insert Group Differentiation Graphic (Chart will not print but is attached)

Assessments/Assignments

Concept students need **multiple forms of assessments and feedback**. In addition to NWEA and State tests, we expect our teachers to create authentic assessments and execute the Performance Based Task (PBA) at the end of each of the 6 units. Teachers are encouraged to review released State tests. In addition, writing rubrics for each State are attached. It is best practice to have students compare/contrast rubrics (PBA vs. State for similarities).

Depending on your situation, teachers may sense ability levels vary throughout the classroom. Schools/teachers may want to consider the Benchmark Assessment System (BAS) advocated by our Director of Upper Elementary Education. This diagnostic will help you with ability groupings and will also help facilitate an effective use of Leveled Classroom libraries.

PBA for Unit 1 - Prepare 1 day a week throughout Unit and 2 days at the end

Teachers assign the PBA with the rubric at or near the beginning of the Unit and scaffold necessary sub-standards/skills that will lead to mastery. It is expected that teachers take students through the writing process throughout the Unit and provide formative feedback to help meet the needs of individual student writers.

Check status of student writing to assess which Interactive Lesson are needed

PBA: Write a Compare and Contrast Essay (Rubric in books should be compared to State Rubrics)

Schools require a senior research paper. This might be the place to put it. **RESEARCH SKILLS!**

It is expected that teachers have explicitly taught working together in group and writing and presenting information.

CCSS Focus Standard: W.11-12.2 4 5 & 9

Indiana Focus Standard: 11-12.W.3.2 (Note Indiana will have teacher created Quarterly assessments as well)

Missouri Focus Standard: 11-12.W.2.A & 11-12.SL.1.C & 2.A

Ohio Focus Standard: W.11-12.1 9 & SL.11-12. 3 4 & 5

There are, also, many smaller tasks throughout the 6 Collections Units that address the smaller, sub-standards/skills. They have been indicated in green. Also, the HMH online resources have many options such as the Interactive Whiteboard Lessons. **We do not suggest teachers give the whole end of unit test as it is very, very challenging. The**

best option is to use only test items that align with the focus standards and/or teacher's create their own quizzes using the Focus Standards.

Schools have a number of different tools for teachers to chart student progress between the larger assessments. In addition to helping students individually, these tools have the ability to help our teachers group by ability and skill level. **THIS YEAR WE EXPECT 2 DAYS A WEEK TO HAVE SMALL GROUP DIFFERENTIATION. We encourage teachers to have a system for tracking formative and sumative assessments/behaviors as well as having students maintain a Data Folder.**

Note: SIS Grade book allows you to track student work by standard.

If teachers are making their own tests, here is a handy link from Edutopia: <http://www.edutopia.org/assessment>.

We strongly encourage assessment of student public speaking and group work since we know that oral language proceeds the written word. Building skill orally will have a positive impact on student writing.

6-8th grade students complete a **pre** and **post** writing assessment. Teachers use the tools (AR 360/Measuring Up) in their buildings to practice skills between the three NWEA tests and implement reteaching.

9-12th grade students complete 3 EOC assessments - each of these have constructed response items as well as an essay and align with College Readiness (ACT/SAT). They align in large part to the Focus Standards. Based on the results of each EOC teachers create a re-teach plan by skill/standard.

Resources

Houghton Mifflin Harcourt (HMH) **Collections** is the chosen Concept English textbook for grades 6-12. Note: Teachers obtain their online pass codes from school administrators or directly from the HMH Rep for their region. See chart on Concept English website:

<http://english.conceptschoools.org/resources/>

The Fountas & Pinnell BAS System tool recommended by our Director of Upper Elementary Education is strongly suggested.

Phyllis C. Hunter Classroom Libraries from Scholastic are strongly suggested, especially for 6-8th grade independent reading.

Units also include attached **Readings** that can be modified by Lexile for small group differentiation from **Newsela** and **ReadWorks**. (indicated in orange).

Novels. Teachers chose novels from the approved list on our website under Resources (<http://english.conceptschoools.org/resources/>) or submit a request, following the guidelines provided indicating how it will be used in our Unit. Schools should discuss during common planning time which novels are being used and where to avoid duplications. **NO MORE THAN 3 NOVELS PER YEAR.**

Other Favorite Resources

<http://www.readwritethink.org/>

<http://www.tolerance.org/classroom-resources>

<http://www.facinghistory.org/>

<http://newsela.com/>

<http://www.readworks.org/>

<http://www.k12reader.com/>

<http://learning.blogs.nytimes.com/category/language-arts/>

<http://www.sharemylesson.com/middle-school-english-language-arts-teaching-resources/>

<http://www.ted.com/>

<http://lesson-plans.theteachercorner.net/writing/>

Reflections

Think about what worked, what didn't, and what should change. Check out Kolb's Model of Reflection.

Attachments

Content/Academic Vocabulary

[ISBE Academic Vocabulary.pptx](#)

Accommodations/Differentiation

[ASCDDifferentiationNotes.pdf](#)

Lesson Plan/Activities/Strategies

[TwelfthUnit1ConsitutionDayLessonPlans.pdf](#)

[TwelfthUnit1WhatIsSacrifice.pdf](#)

[TwelfthUnit1TrueGrit.pdf](#)

[TwelfthUnit1FacingResistance.pdf](#)

[TwelfthUnit1MemorialDayCelebratesThoseWhoMadeTheUltimateSacrificeForTheirCountry.pdf](#)

[TwelfthUnit1WhatIsTheRoleOfCivilDisobedienceToday.pdf](#)

[TwelfthUnitWhatShouldBeTheRealPurposeOfCollege.pdf](#)

[TwelfthorEleventhUnit2Respect.pdf](#)

[InformationalStrategies11-12.pdf](#)

[LiteratureStrategies11-12.pdf](#)

Assessments/Assignments

[TwelfthUnit1AssessmentCompareContrastEssay.pdf](#)

Resources

[TwelfthUnit1Marita'sBargain.pdf](#)

[TwelfthUnit1AWalkToTheJetty.pdf](#)

[TwelfthUnit1ForParentsTheNameOfTheirGamelsSacrifice.pdf](#)

[TwelfthUnit1or2WalkingAroundTown.pdf](#)

[TwelfthUnit1WithLessonPlanYourPlatelsBiggerThanYourStomach.pdf](#)

[TwelfthUnit1WomenFoughtForVotingRightsMuseumOfMovementFightsToSurvive.pdf](#)

