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| Teacher/Teacher Team: Sisung |
| Grade: 11 |
| Date: 9/18/23 |

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| **#** | **Planning Question** | **Teacher/Teacher Team Response** |
| 1 | Which **state standard** is your lesson progression addressing | 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.  11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.  11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention |
| 2 | What **literacy concepts** are embedded in the state standard? | * Informative Writing * Analyzing diverse sources * Pre-Writing * Editing * Drafting |
| 3 | What teacher **knowledge, reminders, and misconceptions** are assumed in the standard? | * Summarizing Information * Writing an Introduction * Thesis Statement * Pre-Writing * Editing |
| 4 | What **objective(s)** must be taught? In what order? Why? | **SWBAT**-Write a reflection where they integrate information about human intelligence and compare this with their own experience in order to practice college prep writing skills.  **SWBAT** demonstrate command of English grammar by editing and correcting grammar and mechanics in their writing |
| 5 | What **academic language** must be taught before the teacher models for students? How will the academic language be **taught and assessed**? | * Informative/Explanatory Writing * Thesis Statements * Reflection * Integrate * Evaluate * Edit * Draft * Usage * Mechanics   TAUGHT THROUGH CLASS DISCUSSION AND COMPUTER BASED INSTRUCTION. |

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| 6 | **What text(s)** will be used for each phase of **gradual release of responsibility?** | Texts provided on U of M coursework |
| 7 | What **graphic organizer(s)** might support students’ conceptual understanding of the process outlined by the performance- based objective(s)? | Pre-writing Graphic Organizer  Quill based computer organizers |
| 8 | What **questions** will be posed to ensure that students are able to demonstrate culminating mastery of the standard and objectives(s)? | Reflection Questions  -Discuss how the podcast made you feel. What surprised you to learn? Did you hear anything that made you think differently about intelligence than you previously did?  -Reflect on your own experiences with education and your self-concept of yourself as a learner. How do you think of yourself as a student?  -Discuss how you approach the concept of intelligence. Does the way you think about learning influence the type of student you are or how you perform?  -How will you apply what you heard in the podcast to how you approach learning in the future? |
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