

Unit Overview

**Overall Goal:** overall goal – I will be able to...

Learning Targets

**Language:** Learners will learn 10 critical concepts using graphic organizers.

**Basic Knowledge :** Learners will learn about the unit topic using reading passages and in-class review activities.

**Independent Inquiry:** Learners will learn about a focus topic by collecting sources, reading, annotating, and taking 2 pages of organized notes.

**Analytical Skill:** Learners will be able to --, using --

Summary of Assessments:

**CC GO** Complete the graphic organizer; the “In Your Own Words” column

**BK Notes** Read BK text, annotate, and take 2 pages of notes.

**II Notes** Collect sources, read, annotate, and take 2 pages of notes.

**Unit Test --**

**LG** Complete each part of this learning guide entirely and on time. Have 100% attendance.

Learning Guide Table of Contents	Topics of study	Critical Concepts
1. Cover page	1. Topic	1. Fun
2. Agenda & Journals	2. Topic	2. Love
3. CC GO	3. Topic	3. Hope
4. Basic Knowledge Text	Etc	4. Positivity
5. Basic Knowledge Notes		5. Optimism
6. Basic Knowledge Review		6. Honesty
7. (add) Independent Inquiry Sources		7. Humor
8. Independent Inquiry Notes		8. Happiness
9. Reference List		9. Relaxation
10. Analytical Skill (Graphic Organizers - Learn the skill, Apply the skill, Write the skill)		10. Small Hot Blondie with an Extra Shot

Learning Guide / Participation - Scoring				
One point per item checked	<input type="checkbox"/> Annotated the cover page <input type="checkbox"/> Filled in every cell of CC GO <input type="checkbox"/> Read & annotated BK Text	<input type="checkbox"/> Completed a reference list <input type="checkbox"/> Skill graphic organizers are completed <input type="checkbox"/> Skill graphic organizers are completed		
Student has...	<input type="checkbox"/> Taken 2pgs of notes on the BK text <input type="checkbox"/> Completed the “basic knowledge review” notes <input type="checkbox"/> Collected and attached 2 outside resources <input type="checkbox"/> Read & annotated 2 outside resources <input type="checkbox"/> Taken 2 pgs of notes on outside resources	<input type="checkbox"/> Responded to all journal entries <input type="checkbox"/> Attended class for every day of this unit <input type="checkbox"/> Turned learning guide in on time (*Plagiarism or cheating on any portion of this learning guide will result in an automatic “1”)		
Total Points:		Student Self-Assessment	Teacher Assessment	

Rubric				
Points Earned	Under 4 points	4-8 points	9-13 points	14 Points
Score	1	2	3	4

# AGENDA & JOURNALS

The Do-Due's



<p>_____ Day 1</p> <p>Do:</p> <p>Due:</p>	<p>_____ Day 2</p> <p>Do:</p> <p>Due:</p>	<p>_____ Day 3</p> <p>Do:</p> <p>Due:</p>	<p>_____ Day 4</p> <p>Do:</p> <p>Due:</p>
<p>_____ Day 5</p> <p>Do:</p> <p>Due:</p>	<p>_____ Day 6</p> <p>Do:</p> <p>Due:</p>	<p>_____ Day 7</p> <p>Do:</p> <p>Due:</p>	<p>_____ Day 8</p> <p>Do:</p> <p>Due:</p>

## Reflective Journals & Teacher Evaluation

*Purpose: for learners to reflect on their own learning processes*

*Instructions: write 2-3 sentences to address each prompt*

### Entry #1 – Day 1

*What was the most difficult word to learn?*

*How difficult is it to think of a personal example?*

1                      2                      3                      4  
Very easy      Not too bad      Difficult, as expected      So hard!

### Entry #2 – Day 2

*What was your favorite part of the reading so far? Why?*

### Entry #3 – Day 3

*Research says having fun improves learning.  
How did having fun today help you learn?*

### Entry #4 – Day 4

*What did you choose for your focus topic today?*

What kind of sources did you collect?

### Entry #5 – Day 5

*What was your favorite part of your independent inquiry sources today?*

### Entry #6 – Day 6

*Draw a mini version of the graphic organizer below & label the parts*

## Teacher Evaluation – Day 8

This unit was appropriately difficult

*Mark how you feel with an X*

What do you like or dislike about this unit?

Mrs Evans makes me feel *included*      Agree      Disagree

Mrs Evans encourages me to collaborate with classmates

Mrs Evans uses assessed my learning fairly

It is easy to learn from Mrs Evans

What do you like or dislike about Mrs Evans' teaching?

DONE!

# Critical Concepts

Concept	Summarize	Visualize	Relate
Write the concept	Write a summary of the concept	Draw a small picture to help you remember	Write an example of the concept from <i>your own life</i>

DONE!

# Critical Concepts

Concept	Summarize	Visualize	Relate
Write the concept	Write a summary of the concept	Draw a small picture to help you remember	Write an example of the concept from <i>your own life</i>

Critical Concepts LT	1	2	3	4
Comprehension	• Incomplete	• “In Your Own Words” shows understanding of <i>few</i> terms • Note every cell is filled in	• “In Your Own Words” shows understanding of <i>most</i> terms • Every cell is filled in	• “In Your Own Words” shows understanding of <i>all</i> terms • Every cell is filled in
Professionalism	• Assessment completed after due date			• Assessment completed on time
Overall Score	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## TEXT – BASIC KNOWLEDGE

Instructions: **Read** text, **annotate** text, **take** notes, etc **using all of the research skills** you have learned up to this point

↓ Margin Notes ↓

**Section #**  
**Title**

## Header

Text

## Header

Text

## Header

Text

## Header

Text

<image>

*Caption*

<image>

*Caption*

<image>

*Caption*

<image>

*Caption*

<image>

*Caption*

<image>

*Caption*

TEXT – BASIC KNOWLEDGE

Instructions: **Read** text, **annotate** text, **take** notes, etc **using all of the research skills** you have learned up to this point

	<div>Section # <u>Title</u></div>	↓ Margin Notes ↓
<div>&lt;image&gt;</div> <div>Caption</div>	<div>Header Text</div> <div>Header Text</div>	
<div>&lt;image&gt;</div> <div>Caption</div>	<div>Header Text</div> <div>Header Text</div>	
<div>&lt;image&gt;</div> <div>Caption</div>		
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<div>&lt;image&gt;</div> <div>Caption</div>		

TEXT – BASIC KNOWLEDGE

Instructions: **Read** text, **annotate** text, **take** notes, etc **using all of the research skills** you have learned up to this point

	<div>Section # <u>Title</u></div>	↓ Margin Notes ↓
<div>&lt;image&gt;</div> <div>Caption</div>	<div>Header Text</div> <div>Header Text</div>	
<div>&lt;image&gt;</div> <div>Caption</div>	<div>Header Text</div> <div>Header Text</div>	
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## Basic Knowledge Notes



## Basic Knowledge Notes



**Instanotes**

*Capture your notes with picture*

# Basic Knowledge Review





**<topic title>**  
**Review**

## Basic Knowledge Review

**Take notes on the review session by copying the ANSWERS below:**

## Independent Inquiry Notes

Focus Topic: \_\_\_\_\_ Source # \_\_\_\_\_ In-text Citation (\_\_\_\_\_)

Cues / Headers /  
Main Ideas / Questions

## Notes

## Independent Inquiry Notes

Focus Topic: \_\_\_\_\_ Source # \_\_\_\_\_ In-text Citation (\_\_\_\_\_)

Cues / Headers /  
Main Ideas / Questions

## Notes

## Independent Inquiry Notes

Focus Topic: \_\_\_\_\_ Source # \_\_\_\_\_ In-text Citation ( \_\_\_\_\_ )

Research LT	1	2	3	4
Focus Topic	• Did not select an appropriate focus topic and submitted on Canvas		• Selected an appropriate focus topic and submitted on Canvas	
Reliability of resources <b>Resource #1</b>	• Did not collect resource	• Source does not pass TACOS test	• Source passes the TACOS test	
Reliability of resources <b>Resources #2</b>	• Did not collect resource	• Source does not pass TACOS test	• Source passes the TACOS test	
Length of notes	• No notes	• Less than 2 pages	• 2 pages	• More than 2 pgs
Quality of annotations and notes		• Read the sources • Title, source #, and sample citation written at top of first pg • Notes are not “organized” • Missing the in-text citations • Questions, comments and /or summary are missing	• Annotated sources • Title, source #, and sample citation written at top of every pg • Notes are “organized” w/headers & bullets • In-text citations at end of every note • Questions & comments are in left margin • Summarized at end	• Headers are emphasized • Uses codes and abbreviations • Does not write in full sentences • Notes are clear, readable, not too dense
Reference List	• Source info not recorded	• Wrote in-text citation on notes only	• Wrote sources info on reference list	14
Professionalism	• Assessment completed after due date			• Assessment completed on time

Journal Article	<b>Guide: Author Last, First name. Year published. "Article Title." Journal title Volume# (Issue #): pg#s.</b> Example: Bessire, Lucas, and David Bond. 2014. "Ontological Anthropology and the Deferral of Critique." American Ethnologist 41 (3): 440–56.
Online Source	<b>Guide: Last, First author name. Year published. "Article Title." Website title. Accessed Month, Day Year. url</b> Example: Daser, Deniz. 2014. "AE Interviews Catherine Lutz (Brown University)." American Ethnologist website, May 9. Accessed [Month Day, Year]. <a href="http://americanethnologist.org/2014/ae-interviews-catherine-lutz-brown-university">http://americanethnologist.org/2014/ae-interviews-catherine-lutz-brown-university</a>
In-Text	<b>Guide: (Author last name Year)</b> Example: (Bessire 2014)

1 Author(s) \_\_\_\_\_ Year \_\_\_\_\_ T  
 Article Title \_\_\_\_\_ A  
 Journal \_\_\_\_\_ Volume # \_\_\_\_\_ Issue # \_\_\_\_\_ Pg #s \_\_\_\_\_ C  
 Website URL \_\_\_\_\_ Accessed \_\_\_\_\_ O  
 S

2 Author(s) \_\_\_\_\_ Year \_\_\_\_\_ T  
 Article Title \_\_\_\_\_ A  
 Journal \_\_\_\_\_ Volume # \_\_\_\_\_ Issue # \_\_\_\_\_ Pg #s \_\_\_\_\_ C  
 Website URL \_\_\_\_\_ Accessed \_\_\_\_\_ O  
 S

3 Author(s) \_\_\_\_\_ Year \_\_\_\_\_ T  
 Article Title \_\_\_\_\_ A  
 Journal \_\_\_\_\_ Volume # \_\_\_\_\_ Issue # \_\_\_\_\_ Pg #s \_\_\_\_\_ C  
 Website URL \_\_\_\_\_ Accessed \_\_\_\_\_ O  
 S

4 Author(s) \_\_\_\_\_ Year \_\_\_\_\_ T  
 Article Title \_\_\_\_\_ A  
 Journal \_\_\_\_\_ Volume # \_\_\_\_\_ Issue # \_\_\_\_\_ Pg #s \_\_\_\_\_ C  
 Website URL \_\_\_\_\_ Accessed \_\_\_\_\_ O  
 S

5 Author(s) \_\_\_\_\_ Year \_\_\_\_\_ T  
 Article Title \_\_\_\_\_ A  
 Journal \_\_\_\_\_ Volume # \_\_\_\_\_ Issue # \_\_\_\_\_ Pg #s \_\_\_\_\_ C  
 Website URL \_\_\_\_\_ Accessed \_\_\_\_\_ O  
 S

6 Author(s) \_\_\_\_\_ Year \_\_\_\_\_ T  
 Article Title \_\_\_\_\_ A  
 Journal \_\_\_\_\_ Volume # \_\_\_\_\_ Issue # \_\_\_\_\_ Pg #s 15 C  
 Website URL \_\_\_\_\_ Accessed \_\_\_\_\_ O  
 S

NOTES	
TEACHER DEMO	
SMALL GROUP PRACTICE	
GROUP EXAMPLE	



GROUP PRACTICE

INDEPENDENT PRACTICE

**Write the  
skill**

**SKILL -> Conversion to CEC**  
**SKILL -> CEC**

**TCHR DEMO**

SKILL GO

CEC

**Write the  
skill**

**SKILL -> Conversion to CEC**  
**SKILL -> CEC**

**TCHR DEMO/  
GROUP PRACTICE**

SKILL GO

CEC

SKILL GO

CEC

**Write the  
skill**

**SKILL** -> Conversion to CEC  
**SKILL** -> CEC

**INDEPENDENT  
PRACTICE**

SKILL GO

CEC



Name

Period #



Do NOT complete until  
instructed in-class on test day



***Unit # Test***  
***(Summative Assessment)***

Instructions: **Replicate** the analytical process learned this unit **using** information you collected from your independent research.

Skill GO

Name

Period #

Convert into Claim-Evidence-Commentary paragraph with sentences

**Claim**

**Evidence** (Evidence #1)

(Evidence #2)

(Evidence #3)

**Commentary**

**Rubric / Scoring Guide**