

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	☐ Annotated the cover page ☐ Filled in every cell of CC GO ☐ Read & annotated BK Text	☐ Completed a reference list ☐ Skill graphic organizers are completed ☐ Skill graphic organizers are completed		
Student has...	☐ Taken 2pgs of notes on the BK text ☐ Completed the “basic knowledge review” notes ☐ Collected and attached 2 outside resources ☐ Read & annotated 2 outside resources ☐ Taken 2 pgs of notes on outside resources	☐ Responded to all journal entries ☐ Attended class for every day of this unit ☐ 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



_____ Day 1 Do: Due:	_____ Day 2 Do: Due:	_____ Day 3 Do: Due:	_____ Day 4 Do: Due:
_____ Day 5 Do: Due:	_____ Day 6 Do: Due:	_____ Day 7 Do: Due:	_____ Day 8 Do: Due:

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>

TEXT – BASIC KNOWLEDGE

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

	Section # <u>Title</u>	↓ Margin Notes ↓
<image> Caption	Header Text Header Text	
<image> Caption	Header Text Header Text	
<image> Caption		
<image> Caption		
<image> Caption		
<image> Caption		

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

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<image> Caption	Header Text Header Text	
<image> Caption	Header Text Header Text	
<image> Caption		
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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 (_____)

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

1 Author(s) _____ Year _____ T
 Article Title _____ A
 Journal _____ Volume # _____ Issue # _____ Pg #s _____ C
 Website URL _____ Accessed _____ O
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2 Author(s) _____ Year _____ T
 Article Title _____ A
 Journal _____ Volume # _____ Issue # _____ Pg #s _____ C
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3 Author(s) _____ Year _____ T
 Article Title _____ A
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5 Author(s) _____ Year _____ T
 Article Title _____ A
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 Website URL _____ Accessed _____ O
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6 Author(s) _____ Year _____ T
 Article Title _____ A
 Journal _____ Volume # _____ Issue # _____ Pg #s 15 C
 Website URL _____ Accessed _____ O
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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