

Grade Level 9-12		Teacher/Room: Tabatha Avery, Rm 304		Week of: 05-15-17	
<p>Unit Vocabulary: ELA: ELA: body, cell, DNA, genes, health, talent, traits, allergy, family, parent, grandparent, sibling, similar, different, individual, inherit. MATH: penny, nickel, dime quarter, dollar, register, change, exchange, change, budgeting, finance, money, savings, taxes SOCIAL STUDIES: Assembly, Jobs, Job Awareness, Career choices, Transition SCIENCE: cooking, planning, recipe reading, food pyramid, nutrition, assembly, WORKPLACE READINESS: Yes, No, Stop, Supplies, Broom, Dust pan, Tennis ball, Recycle, Plastic bag, Recycle, Recycle bin, appropriate behaviors, appropriate clothes, appropriate hygiene</p>					
<p>Instructional Strategies Used: Lecture, Modeling, Student Discovery, Hands On, Manipulatives, Grouping to increase success</p>					
Day 1 Monday		Day 2 Tuesday		Day 3 Wednesday	
<p>GSE/GPS Standard(s): ELAGSE9-12RL3: 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).</p> <p>ELAGSE9-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>ELAGSE9-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>GSE/GPS Standard(s): ELAGSE9-12RL3: 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).</p> <p>ELAGSE9-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>ELAGSE9-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>GSE/GPS Standard(s): ELAGSE9-12RL3: 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).</p> <p>ELAGSE9-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>ELAGSE9-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
Day 4 Thursday		Day 5 Friday			
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<p>Mini Lesson: Unique Learning Systems</p> <p>Vocabulary: *Revisit Lesson 15, Activity 3: Review Vocabulary *Lesson 15, Activity 1: Add high-frequency words</p> <p>Small group: Fluency/Comprehension *Lesson 7, Activity 2; Guided shared reading *Lesson 7, Activity 3: Answer Questions</p> <p>Writing *Lesson 30, Activity 2: Journal Entry 3 *Lesson 18, Activity 1: Brainstorming</p> <p>Numbers and Computation: *Lesson 19 -C</p> <p>Statistics *Lesson 21, Activity 3 –Make a Chart</p> <p>Science: *Lesson 29: History Timeline *BrainPOP *Take Review quiz</p> <p><u>ELA Resources and Materials</u></p> <ul style="list-style-type: none"> ● Unique Learning System ● iReady ● BrainPop ● News2you ● Worksheets ● Websites <p><u>ELA Learning Targets:</u> Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?</p> <p>*CTI: some students will go help prep for Chick Fil A sweet tea and biscuits</p>	<p>Mini Lesson: Unique Learning Systems</p> <p>Vocabulary: *Revisit vocabulary *Lesson 15, Activity 3: Introduce Vocabulary</p> <p>Fluency Comprehension *Lesson 9, Activity 1: Read Aloud</p> <p>Small group: Vocabulary/Fluency/Comprehension *Lesson 9, Activity 2: Guided/Shared Reading *Lesson 1, Activity 4: Self-selected reading</p> <p>Writing: *Lesson 16, Activity 3: Editing *Lesson 18, Activity 2: Planning a paragraph</p> <p>Computation *Lesson 22: Money</p> <p>Time: *Lesson 23: Schedules and Time</p> <p>Science: *Lesson 28, Activity 2: Answer Questions *BrainPOP *Take Review Quiz</p> <p><u>ELA Resources and Materials</u></p> <ul style="list-style-type: none"> ● Unique Learning Systems ● iReady ● News 2 You ● BrainPop ● Worksheets ● Websites <p><u>ELA Learning Targets:</u> Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?</p>	<p>Mini Lesson: Unique Learning Systems</p> <p>Vocabulary: *Revisit Lesson 15, Activity 3 *Lesson 15, Activity 1: Add High-Frequency Words</p> <p>Small group: Vocabulary/Fluency/Comprehension *Lesson 9, Activity 2: Guided/Shared Reading *Lesson 9, Activity 3: Answer Questions</p> <p>Writing: *Lesson 18, Activity 2: Writing a paragraph</p> <p>Numbers and Computation *Lesson 19 B</p> <p>Geometry: *Lesson 24, Activity 1: Measuring Area and Length</p> <p>Science: *Lesson 28, Activity 3: Experiment *BrainPop *Take Review Quiz</p> <p><u>ELA Resources and Materials</u></p> <ul style="list-style-type: none"> ● Unique Learning System ● iReady ● News 2 You ● BrainPop ● Worksheets ● Websites <p><u>ELA Learning Targets:</u> Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?</p> <p>*CTI: some students will go help prep for Chick Fil A sweet tea and biscuits</p>	<p>Mini Lesson: Unique Learning Systems</p> <p>Vocabulary: *Lesson 15, Activity 2: Review High Frequency words *Lesson 15, Activity 3</p> <p>Fluency Comprehension *Lesson 11, Activity 1: Read Aloud</p> <p>Small Group: Vocabulary/Fluency/Comprehension *Lesson 11, Activity 2: Guided/Shared Reading *Lesson 1, Activity 4: Self-Selected Reading</p> <p>Writing: *Lesson 18, Activity 3: Sharing a paragraph</p> <p>Computation *Lesson 25: Algebra</p> <p>Statistics: *Revisit Lesson 21, Activity 3: Make a Chart</p> <p>Science: *Lesson 28, Activity 3: Experiment *BrainPOP *Take Review Quiz</p> <p><u>ELA Resources and Materials</u></p> <ul style="list-style-type: none"> ● Unique Learning System ● iReady ● News 2 You ● BrainPop ● Worksheets ● Websites <p><u>ELA Learning Targets:</u> Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?</p>	<p>Mini Lesson: Unique Learning Systems</p> <p>Vocabulary: *Lesson 15, Activity 3: Review Vocabulary</p> <p>Fluency Comprehension *Lesson 11, Activity 1: Read Aloud</p> <p>Small Group: Vocabulary/Fluency/Comprehension *Lesson 11, Activity 2: Guided/Shared Reading *Lesson 11, Activity 3: Answer Questions</p> <p>Writing: *Revisit Lesson 17: Real World Writing</p> <p>Numbers and Computation: *Lesson 19 C</p> <p>Geometry: *Revisit Lesson 24, Activity 2: Fit in This Space</p> <p>Science: *Lesson 27, Activity 4: Related Content *BrainPOP *Take Review Quiz</p> <p><u>ELA Resources and Materials</u></p> <ul style="list-style-type: none"> ● Unique Learning System ● iReady ● News2You ● BrainPop ● Worksheets ● Websites <p><u>ELA Learning Targets:</u> Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?</p> <p>*CTI: some students will go help prep for Chick Fil A sweet tea and biscuits</p>
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<p>Mini Lesson: Student form small groups and work on center based activities: * Assembly Line/Work Boxes *ULS Transition Passport/ Vocational/ Resumes *Brigance Transition Skills Activities Student Book *Educational and Career Interests *Break into groups complete Brigance Transition Skills Inventory *Complete IEP Goals Data Collections</p>	<p>Mini Lesson: Student form small groups and work on center based activities: * Assembly Line/Work Boxes *ULS Transition Passport/ Vocational/ Resumes *Brigance Transition Skills Activities Student Book *Educational and Career Interests *Break into groups complete Brigance Transition Skills Inventory *Complete IEP Goals Data Collections</p>	<p>Mini Lesson: Student form small groups and work on center based activities: * Assembly Line/Work Boxes *ULS Transition Passport/ Vocational/ Resumes *Brigance Transition Skills Activities Student Book *Educational and Career Interests *Break into groups complete Brigance Transition Skills Inventory *Complete IEP Goals Data Collections</p>	<p>Mini Lesson: Student form small groups and work on center based activities: * Assembly Line/Work Boxes *ULS Transition Passport/ Vocational/ Resumes *Brigance Transition Skills Activities Student Book *Educational and Career Interests *Break into groups complete Brigance Transition Skills Inventory *Complete IEP Goals Data Collections</p>	<p>Mini Lesson: Student form small groups and work on center based activities: * Assembly Line/Work Boxes *ULS Transition Passport/ Vocational/ Resumes *Brigance Transition Skills Activities Student Book *Educational and Career Interests *Break into groups complete Brigance Transition Skills Inventory *Complete IEP Goals Data Collections</p>

<p>GSE/GPS Standards: Social Studies Career Development/ Job Awareness/ Transitions/ Social Skills/ Assembly</p> <p>Personal Social Development A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A1 Acquire Self-knowledge</p> <p>PS:A1,8 Understand the need for self-control and how to practice it</p> <p>PS:A1.9 Demonstrate cooperative behavior in groups</p> <p>PS:A1.10 Identify personal strengths and assets</p>	<p>GSE/GPS Standards: MATH Budgeting/ Check Book/ Finances/</p> <p>SSEPF1 The student will apply rational decision making to personal spending and</p> <p>Develop Career Awareness A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make an informed career decision.</p> <p>C:A1.1 Develop skills to locate, evaluate and interpret career information</p> <p>C:A1.2 Learn about a variety of traditional and nontraditional occupations.</p> <p>C:A1.3 Develop an awareness of personal abilities, skills, interests and motivation.</p> <p>Develop Employment Readiness C:A2.9 Utilize time and task management skills saving choices.</p>	<p>GSE/GPS Standard(s): Social Studies/Science/Math Career Development/ Job Awareness/ Transitions/ Social Skills/ Assembly</p> <p>DRAGON SNACKS ASSEMBLY/ RECIPE READING/PREPPING/ COOKING/PACKAGING</p> <p>SCHh2 . Students will use standard safety practices for all classroom laboratory and field investigations.</p> <p>CTAEFS1 Technical Skills : Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.</p> <p>CTAEFS3 Communications : Learners use various communication skills in expressing and interpreting information.</p> <p>CTAEFS7 Safety, Health and Environment : Learners employ safety</p>	<p>GSE/GPS Standard(s): Science/Math Reading Recipes/Measuring/ Food Pyramid/ Nutrition/ Cooking/Prepping</p> <p>ELAALRL5. The student understands and acquires new vocabulary, then uses it correctly in reading and writing.</p> <p>SCSh2 . Students will use standard safety practices for all classroom laboratory and field investigations.</p> <p>CTAEFS7 Safety, Health and Environment : Learners employ Safety</p> <p>CTAEFS8 Leadership and Teamwork : Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p> <p>CTAEFS1 Technical Skills : Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.</p>	<p>GSE/GPS Standard(s): Social Studies Career Development/ Job Awareness/ Transitions/ Social Skills/ Assembly</p> <p>Develop Career Awareness A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make an informed career decision.</p> <p>C:A1.3 Develop an awareness of personal abilities, skills, interests and motivation.</p> <p>C:A1.9 Develop hobbies and vocational interests</p> <p>C:A1.10 Balance between work and leisure time</p> <p>CTAEFS3 Communications : Learners use various communication skills in expressing and interpreting information.</p> <p>CTAEFS8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>
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<p>Resource/Materials: Attainments book - Smart board Websites - Work supplies</p>	<p>Resource/Materials: Attainments book - Smart board Websites - Work supplies</p>	<p>Resource/Materials: Attainments book - Smart board Websites - Work supplies</p>	<p>Resource/Materials: Attainments book - Smart board Websites - Work supplies</p>	<p>Resource/Materials: Attainments book - Smart board Websites - Work supplies</p>

<p>Assessment: PreTest: WH Questions /Unique Learning pretests / Brainpop Quizzes PostTest: Unique Learning/ WH Questions/Check for understanding /Brainpop Quizzes Performance Based: Observation Questioning Daily work</p>	<p>Assessment: PreTest: WH Questions /Unique Learning pretests / Brainpop Quizzes PostTest: Unique Learning/ WH Questions/Check for understanding /Brainpop Quizzes Performance Based: Observation Questioning Daily work</p>	<p>Assessment: PreTest: WH Questions /Unique Learning pretests / Brainpop Quizzes PostTest: Unique Learning/ WH Questions/Check for understanding /Brainpop Quizzes Performance Based: Observation Questioning Daily work</p>	<p>Assessment: PreTest: WH Questions /Unique Learning pretests / Brainpop Quizzes PostTest: Unique Learning/ WH Questions/Check for understanding /Brainpop Quizzes Performance Based: Observation Questioning Daily work</p>	<p>Assessment: PreTest: WH Questions /Unique Learning pretests / Brainpop Quizzes PostTest: Unique Learning/ WH Questions/Check for understanding /Brainpop Quizzes Performance Based: Observation Questioning Daily work</p>
<p>Homework: Be Safe! Be Responsible! Be Respectful!</p>	<p>Homework: Be Safe! Be Responsible! Be Respectful!</p>	<p>Homework: Be Safe! Be Responsible! Be Respectful!</p>	<p>Homework: Be Safe! Be Responsible! Be Respectful!</p>	<p>Homework: Be Safe! Be Responsible! Be Respectful!</p>