

SUMMER SCHOOL TEACHER GUIDE



English 12

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Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester / half ($\frac{1}{2}$) credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester / half ($\frac{1}{2}$) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

HS Classroom Schedule – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** -- 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up**– 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

Graded Work – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 1

Topic/Lesson Title & Grade Results #: Connections in Text – Part I Lesson #1

Objective(s): Students will be able to

- Understand ways of making connections in a text between individuals, events, and ideas.
- Explain the techniques used in making connections in a text.
- Analyze complex set of ideas and sequence of events.
- Understand how individuals, events, or ideas interact and develop over the course of the text.
- Analyze a text to identify connections.

Guiding Question(s): How can we make connections to different texts?

TN Curriculum Standard(s):

12.RI.KID.3- Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning. [OBJ]

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Bankruptcy:** A state of financial loss and ruin.
- **Categorization:** An act of grouping ideas and objects into categories for specific purposes.
- **Clambering:** Climbing or moving awkwardly.
- **Comparison:** A way of looking at the similarities between two things.
- **Eternal:** Something without beginning or end; enduring forever.
- **Exchequer:** A government office in Great Britain responsible for collecting revenue.
- **Juxtaposition:** An act of placing two things together for comparison or contrast.
- **Melancholy:** A feeling of deep sadness resulting from depressing spirits.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about making connections to texts: Teacher will break down the five points in the objective to enhance comprehension of content and the point of the objectives for students.

(Slide 1) Teacher will explain what a connection to the text is and how there are certain experiences that every person has and there will be points in different events within the text that everyone can connect to. (Slide 2) Point out to students that there are topics that everyone can relate to like Love, Hatred, Jealousy, Betrayal, Disappointment, Fear, Doubt, etc. The teacher will give general examples that everyone can relate to.

(Slide 2 cont.) Introduce and have students read the excerpt from the letter *From James Madison to Thomas Jefferson, 17 October 1788*. The letter was written when the first presidential election was about to be held. The United States Constitution had been ratified earlier in 1788. The characters are assessed in connection to these historical events.

Vocabulary

(Slide 17) Have students read the definitions and discuss the meanings of the above-listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. Show the second supplemental video (The Plague of London 27:54 -in the supplemental tab) pointing out connections highlighted in the video.

As a group, complete the Practice Activities as you go through the slides (Return to lesson tab, slides 3-15)

Contents of Lesson (Slides)

- **1. Objectives** – introduce the objectives and how they relate to the lesson.
- **2. Identifying Connections in Text** – explain how connections can be made in the text, including how connections can be made and how they can be identified.
- **3. Connections Between Specific Individuals and Events-** review the information on the slide and explain how connections can be made between specific individuals and varying events.
- **4. Connections Between Ideas** - review the information on the slide and explain how connections can be made between ideas in addition to the previous slide detailing specific individuals and varying events.
- **5. Categorizing Ideas-** read the information on the slide and explain how ideas can be categorized and what the benefits of them being categorized are.
- **6. Making Connections Between Ideas-** review the information on the slide and explain how connections can be made between ideas even if they seem like they differ.
- **7. Connections Between Characters and Events-** review the information on the slide and further explain how connections can be made between characters and events.
- **8. The Great Plague-** review the history of the great plague and how various connections can be made from a single event.
- **9. Activity - The Great Plague** – complete the activity on this slide while modeling your choices in completing the activity.
- **10. Response During Times of Crisis-** review the information on the slide and explain how crisis can unite people and ideas.
- **11. Activity - The Great Fire of London** -complete the activity on this slide while modeling your choices in completing the activity. Watch the first supplemental video “Great Disasters” (4:12) about The Great Fire of London.
- **12. Poverty in London-** review the information on the slide and explain how poverty can enhance connections between people and ideas.
- **13. Financial Bankruptcy in England-**review the information on the slide and provide the connection between “Poverty in London” and the “Financial Bankruptcy in England”.
- **14. The Privileged Life of Samuel Pepys-** review the information on the slide and explain how a privileged life can ruin connections when there is a mass of impoverished people and how that can affect ideas and connections to them.
- **15. Samuel Pepys's Appreciation for Shakespeare's Plays-** review the information on the slide and highlight the value of Samuel Pepys’s appreciation for Shakespeare’s plays.

Lesson Review: (5 minutes)

(Slide 16) Summarize the lesson with the lesson review in Grade Results and revisit the objectives and how they were met in this lesson. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain that students will work independently to determine the connections between texts, between authors, and between themes. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Pose the question: “What Stuck with You?” Let students give individual answers on what stuck with them from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 2.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 2

Topic/Lesson Title & Grade Results #: Read and Comprehend Complex Literary Text – Part I Lesson #2

Objective(s): Students will

Lesson A

- Comprehend and analyze informational text for key ideas and details.
- Analyze the word meanings of the text.

Lesson B

- Analyze the development of multiple central ideas in a text.
- Determine the central ideas by identifying specific details throughout the text.
- Formulate an objective summary focusing on how central ideas and specific details interact to provide an elaborate analysis of the text.

Guiding Question(s):

Lesson A: What strategies can be used to read and understand complex literary texts?

Lesson B: What is the big idea of the text, and how do I figure that out?

TN Curriculum Standard(s):

12.RI.RRTC.10- Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

12.RI.KID.2-Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Absolve:** Grant remission of a sin.
- **Bountiful:** Producing in abundance.
- **Conciliate:** Come to terms.
- **Conformity:** Acting according to certain accepted standards
- **Lethe:** (Greek mythology) a river in Hades; the souls of the dead had to drink from it, which made them forget all they had done and suffered when they were alive.
- **Luster:** A quality that outshines the usual.
- **Nonchalance:** The trait of remaining calm and seeming not to care; a casual lack of concern.
- **Providence:** The guardianship and control exercised by a deity.

Lesson B:

- **Combustion:** The process of burning.
- **Confound:** Surprised with confusion.
- **Draught:** Cool air from nature.
- **Impunity:** Exemption from punishment or loss.
- **Meditating:** Think deeply about a subject or question over a period of time.
- **Optimism:** The optimistic feeling that all is going to turn out well.
- **Self-reliance:** Personal independence.
- **Sojourner:** Temporary.
- **Transcendentalism:** Any system of philosophy emphasizing the intuitive and spiritual above the empirical and material.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Lesson A:

Tell students that they will be working on a lesson about reading and comprehending complex literary texts, including the central idea: Review objectives and how they connect to the lesson. The teacher will explain what a complex text is and how the complexity of a text can change from text to text, author to author.

Explain the background and value of essay "Self-reliance" and that it was written by Ralph Waldo Emerson and was published in 1841 as part of the first volume of collected essays. Watch the fifth supplemental video "Ralph Waldo Emerson - Self-Reliance" (22:01). Read the excerpt and assist students to comprehend the text; take time to highlight the vocabulary words. (Slide 2)

Lesson Introduction (I Do): (5 minutes)

Lesson B:

Play Video - Introduction to Central Idea (slide 3) Teacher will further explain how to determine what central idea is present in the text.

Vocabulary Lesson A:

(Slide 10) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Vocabulary Lesson B:

(Slide 11) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson A Activities (We Do): (30 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. Pause/discuss when clarification is needed.

Review the lesson beginning with Three Examples of Self-Reliance (Slide 3-8)

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students will be able to do.
- **2. "Self-Reliance"-** review the text and highlight any words students may struggle with.
- **3. Analysis of the Excerpt-** review the content on the slide and explain the author's purpose of "Self-Reliance" and what elements make it a classic; relatable to all people.
- **4. The Psychology of "Self-Reliance"-** review the content on the slide and how it applies to the audience.
- **5. Transcendental Elements in "Self-Reliance"-** Review the content of the slide and explain how its Transcendental elements are found in the text.

- **6. Denotative and Connotative Meaning of Words-** review the content on the slide and highlight the differences between both terms and what effects they can have on various texts. Watch supplementary videos on “Word Choice” page 1 (3:11) and “Connotation vs. Denotation” page 7 (4:27).
- **7. Analysis of Word Choices in "Self-Reliance"**-review the content on the slide and explain how diction plays a role in text; specifically, the selected text for this day’s lesson.
- **8. Activity - Lesson-** complete lesson activity while modeling the correct thinking process in selecting the correct answer.

Lesson A Review: (5 minutes)

(Slide 9) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson B Activities (We Do): (30 minutes)

Progress through the content, slide by slide. As a group, review the significance of a central idea (slide 2) and continue while completing the Practice Activities. Discuss. Before slide 4, go to the supplemental tab to watch a Flocabulary video introduction to Walden (4:12). You may or may not need to access the full text on slide 9 “Reading List”.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Central Idea and its Significance-** review content on the slide and revisit the definition of “central idea” and explain its significance.
- **3. Video - Central Idea-** Play the video explaining what a central idea is and make sure there are no questions about the content.
- **4. Henry David Thoreau and American Transcendentalism-**Review content on the slide and introduce the author and revisit the foundation of Transcendentalism. Watch the second supplemental video about Thoreau (9:09).
- **5. Text Analysis - "Economy" from Walden-** review the content on the slide and explain what a text analysis is and how Thoreau’s text can be analyzed.
- **6. Summary of the Chapter "Economy"**-review the information on the slide and highlight points of confusion during the summary.
- **7. Central Ideas in "Economy"**- review the content on the slide and highlight the central ideas of the text and explain why they are central ideas.
- **8. Activity -** review directions for activity and model the correct thinking process in selecting the correct answers.
- **9. Reading List**

Lesson B Review: (5 minutes)

(Slide 10) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (30 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Tell students to “Gimme 5” list 5 things they remembered or have questions about from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 3.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 3

Topic/Lesson Title & Grade Results #: Analyzing the Text – Part I Lesson #3

Objective(s): Students will

- Determine the explicit meaning of a text.
- Cite textual evidence to support analysis of a text.
- Analyze how inference helps to determine the meaning of a text.
- Determine places where the text leaves details uncertain.

Guiding Question(s): How do I analyze a text and get an in-depth understanding of it?

TN Curriculum Standard(s):

Standard(s): 12.RL.KID.1-Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Congregation:** A group of people who adhere to a common faith.
- **Indecorous:** Not in keeping with accepted standards.
- **Indisputable:** Not open to question.
- **Loathsome:** Highly offensive.
- **Obscurity:** The state of being indistinct due to lack of light.
- **Swathe:** Wrap in or as if in strips of cloth.
- **Visage:** Human face.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about analyzing text. Teacher will explain what analyzing a text is and how it is beneficial to learning and retaining information. Review objectives and how they connect to the lesson. Show Supplemental Flocabulary Videos about “Making Inferences” (3:21) and “Theme in Literature” (3:22)

Vocabulary

(Slide 13) Have students read the definitions and discuss the meanings of the above-listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. As a group, review slides 5-11 and complete the included Practice Activities. Pause discuss when clarification is needed.

Contents of Lesson (Slides)

- **1. Objectives**-review objectives and explain what students should be able to do by the end of the lesson.
- **2. Explicit and Implicit Information**- review the content on the slides and highlight the definitions of the two terms and their similarities and differences and how those affect texts.

- **3. Nathaniel Hawthorne and the Puritan Society-** review the content on the slide and explain the history of Puritan society and how Nathaniel Hawthorne captured that in his writing.
- **4. Video - Hawthorne Legacy-** play video and explain the value of Hawthorne's legacy to the modern day.
- **5. "The Minister's Black Veil" - Summary –** review the content on the slide and explain what the story is about and how it connects to the previous slides.
- **6. "The Minister's Black Veil" - Text Reading-** Read the text and highlight points that may be confusing to the students (customs of the day, unfamiliar terms, etc.)
- **7. Inference-** review content on the slide and explain how inference is seen in the reading and comprehension process.
- **8. Symbol - The Black Veil-** review content on the slide, explain what symbolism is in literature and what value the black veil has in the text and how it can be relatable to any audience.
- **9. Character Analysis-** review the content on the slide and highlight the characters that play significant roles in the story and the theme.
- **10. Uncertain Information-** Review the content on the slide and clear up any misconceptions and any common misconceptions that may happen while reading and comprehending this text.
- **11. External vs. Internal Conflict-** Review the content on the slide and explain the definitions of both terms and how they are present in the text.

Lesson Review: (5 minutes)

(Slide 12) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Close the lesson with the exit ticket (3-2-1) Have students list 3 things they learned, 2 questions they still have, and 1 great idea from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 4.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 4

Topic/Lesson Title & Grade Results #: Central Idea – Part I Lesson #4

Objective(s): Students will

- Analyze the novel *1984* to understand and interpret styles of writer's skills such as sarcasm, satire, and irony.
- Evaluate how words and phrases in *1984* carry literary and figurative meaning.
- Determine how point of view influences the central idea in *1984*.

Guiding Question(s): What is the big idea of the text?

TN Curriculum Standard(s):

12.RL.KID.2-Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Dystopian:** State in which the condition of life is extremely difficult because of oppression or terror.
- **Inference:** A conclusion made by the reader based on text information and personal experience.
- **Paraphrasing:** Restating an idea without losing the original meaning.
- **Premise:** The underlying idea on which an action is based.
- **Propaganda:** Information spread for the purpose of promoting something.
- **Reasoning:** The process of thinking in order to reach a decision.
- **Satire:** The literary device in which humor, irony, and exaggeration are used to criticize certain aspects of society.
- **Summarizing:** Expressing a text concisely by retaining only the important points.
- **Synopsis:** A short description of a particular subject.
- **Totalitarianism:** Form of government that restricts individual freedom and forces people to subordinate to the power and authority of the government.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about central idea. Review objectives and how they connect to the lesson. Play Video - Introduction to Central Idea (Slide 2) and Supplemental Flocabulary Video "Main Idea" (3:06). The teacher will further explain what a central idea is. The teacher will continue to explain what inferring and paraphrasing are, regarding the central idea (Slides 3-4).

Vocabulary

(Slide 21) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide (Slides 5-11). As a group, complete the Practice Activities throughout the lesson. Pause discuss when clarification is needed. Go back to the supplemental tab and click the "Read" and Vocab" tabs to review key terms from the Flocabulary video.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Video - Introduction to central Idea-** play the video and explain the value of the central idea and what role the central idea plays in the comprehension.
- **3. Inferring Process Skills-** review content on the slide and revisit the definition of infer and explain the value of inferring and go on to further explain the process of inferring.
- **4. Paraphrasing-**review the content on the slide and define what paraphrasing is while explaining the value of paraphrasing.
- **5. Activity - Understanding Central Idea-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **6. Significant Characters in 1984-**review the content on the slide and explain why characters are significant and can be insignificant and why the author may make such choices with characters. Watch the second supplemental video on *1984* (5:37).
- **7. Analyzing the Novel 1984-**review the content on the slide and explain why breaking down a complex text is important and what the rewards from such analysis can be.
- **8. Summary of the Novel 1984 (contd...)-** review the content on the slide and continue to summarize the text while highlighting significant characters and analyzing focal points of the text. Watch the third supplemental video about *1984* (7:36).
- **9. Activity- Understanding Big Brother's Allusion with Historical Figures-** review the content on the slide while explaining and revisiting what “allusion” is and how it affects literature.
- **10. Words and Phrases in 1984-** review the information on the slide while highlighting the importance of diction in the text.
- **11. Activity - Totalitarianism-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **12. George Orwell's 1984-**review the information on the slide and introduce the author and text.
- **13. George Orwell's 1984 (contd...)** review the information on the slide and continue to introduce the author and text.
- **14. Activity - Themes and Ideas in 1984-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **15. Winston Smith and the Main Characters in 1984-** review the content on the slide and explain the value of the main characters and how they play an important role in the storyline.
- **16. Satire in 1984-** review information on the slide, define satire, and explain how satire is used in literature as well as in *1984*.
- **17. Irony in 1984** review information on the slide, define irony, and explain how irony is used in literature as well as in *1984*.
- **18. Point of View in 1984** review information on the slide, define point-of-view, and explain how point-of-view is used in literature as well as in *1984*.
- **19. Activity - Ideas and Terms in 1984** -review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson Review: (5 minutes)

(Slide 20) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Ask students to share “what stuck with them” from the lesson; list 3 things. Entertain any questions or confusion about the lesson to prepare for Day 5.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 5

Topic/Lesson Title & Grade Results #: Analyze Point of View– Part I Lesson #5

Objective(s): Students will

- Define point of view.
- Analyze the text *The Tragedy of Julius Caesar* to recognize and interpret the writer's use of sarcasm, satire, irony, and understatement.
- Evaluate how Shakespeare makes use of irony to create nuances in *The Tragedy of Julius Caesar*.
- Evaluate how expressions carry literal and figurative meaning.

Guiding Question(s): What is point of view and how can it be broken down?

TN Curriculum Standard(s):

12.RL.CS.6-Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Dagger:** Sword.
- **Pathos:** A quality that arouses emotions.
- **Plebeians:** One of the common people.
- **Sarcasm:** A type of verbal irony used to mock as well as to convey contempt.
- **Situational irony:** Making wise use of the situation to mock others.
- **Understatement:** Presentation of something as being less important than it really is.
- **Verbal irony:** Verbal irony is saying one thing, but it means the opposite which is an indirect means of persuasion.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about point of view and analyzing it. Review objectives and how they connect to the lesson Explain that you will be using *The Tragedy of Julius Caesar* to show how point of view is significant and important in literature and complex texts. Show the supplemental Flocabulary Video on “Point of View” (3:08) and the fifth supplemental video “What is Point of View?” (6:56).

Vocabulary

(Slide 24) Have students read the definitions and discuss the meanings of the above-listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss as needed for clarification.

Contents of Lesson (Slides)

- **1. Objectives:** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction-** review the content on the slide and explain the depth of the lesson today.
- **3. Characters in *The Tragedy of Julius Caesar***-explain the history of *The Tragedy of Julius Caesar* and highlight the characters of the play.
- **4. *The Tragedy of Julius Caesar***- Read and review content.
- **5. *The Tragedy of Julius Caesar (contd...)*** - Read and explain content on slide.
- **6. *The Tragedy of Julius Caesar (contd...)*** - Read and explain content on slide.
- **7. *The Tragedy of Julius Caesar (contd...)*** - Read and explain content on slide.
- **8. *The Tragedy of Julius Caesar (contd...)*** - Read and explain content on slide.
- **9. *The Tragedy of Julius Caesar (contd...)*** - Read and explain content on slide.
- **10. Video- Brutus Addressing the Mob** - Show the video and address any confusing points.
- **11. *The Tragedy of Julius Caesar (contd...)*** -Read and explain content on slide.
- **12. *The Tragedy of Julius Caesar (contd...)*** -Read and explain content on slide.
- **13. Activity - *The Tragedy of Julius Caesar***- review directions for activity and model the correct thinking process in selecting the correct answers.
- **14. Critical Appreciation of Mark Antony's Speech-** review content and explain the appreciation of Mark Antony as a character and the value of his speech at this point in the play.
- **15. Activity - Antony's Speech-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **16. Paraphrase of Antony's Speech** – review the definition of paraphrase and explain its purpose in analyzing literature and continue to review how to paraphrase Antony's speech.
- **17. Paraphrase of Antony's Speech (contd...)**- continue to review how to paraphrase Antony's speech while retaining important information.
- **18. Paraphrase of Antony's Speech (contd...)**- continue to review how to paraphrase Antony's speech while retaining important information.
- **19. Paraphrase of Antony's Speech (contd...)**- continue to review how to paraphrase Antony's speech while retaining important information.
- **20. Activity - Brutus Kills Caesar-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **21. Situational Irony in Mark Antony's Speech-** review the definition of irony and the different types of irony, end with situational irony and relate it to Mark Antony's speech.
- **22. Activity - Characters in *The Tragedy of Julius Caesar***- review directions for activity and model the correct thinking process in selecting the correct answers. Watch the third supplemental video "Analyze Point of View in Julius Caesar" (24:37).

Lesson Review: (5 minutes)

(Slide 23) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Close the lesson with the exit ticket (3-2-1) Have students list 3 things they learned, 2 questions they still have, and 1 great idea from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 6.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 6

Topic/Lesson Title & Grade Results #: Essay Structure – Part I Lesson #6

Objective(s): Students will

- Learn the structure of an essay.
- Learn the importance of an introduction, supporting paragraphs, and conclusion in an essay.

Guiding Question(s): What should the structure of an essay be?

TN Curriculum Standard(s):

12.W.PDW.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Coherent:** Marked by an orderly, logical, and consistent relation of parts.
- **Deforestation:** Removal of trees.
- **Reason:** Sound judgment.
- **Supporting details:** The details that give relevant information, facts, or statistics about the main point.
- **Thesis statement:** A statement that introduces the main idea and the points that support it.
- **Transitions:** Words that connect ideas.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about an essay structure and incorporate the information from the previous days and how it could possibly be used in essay form. Review objectives and how they connect to the lesson. Explain the value of knowing how an essay is structured and how any topic can fit that structure to build a strong essay. Show the video from Page 1 “Five Paragraph Essay” (3:13) in the Supplemental Tab.

Vocabulary

(Slide 11) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss as needed for clarification.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction-** review the content on the slide that introduces essay writing. Highlight the value of knowing the structure of an essay and why it is important to know this information. Watch the fifth supplemental video “Essay Structure” (7:41)

- **3. Essay Structure - Introduction-** review the information on the slide and explain the different parts of the structure of an essay.
- **4. Essay Structure - Body paragraphs-** review the information on the slide and explain what body paragraphs are and where they fall in the structure of an essay.
- **5. Essay Structure - Body paragraphs (contd...)-** review the information on the slide and explain what body paragraphs are and where they fall in the structure of an essay.
- **6. Essay Structure - Conclusion-** review the content on the slide and review the various components of essay structure. Watch the fourth supplemental video “Writing a Good Conclusion” (7:43).
- **7. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **8. Organization of Ideas-** review the information on the slide and explain the importance of organizing ideas and the benefits when writing an essay.
- **9. Patterns of Organization-** Review the information on the slide and highlight the various patterns of organization

Lesson Review: (5 minutes)

(Slide 10) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Pose the question: “What Stuck with You?” Let students give individual answers on what stuck with them from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 7.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 7

Topic/Lesson Title & Grade Results #: Style Tone and Language – Part I Lesson #7

Objective(s): Students will

Lesson A

- Use clear, concise, and positive language.
- Develop courteous, convincing, and sincere tone.

Lesson B

- Identify an author's use of precise words, specific details, and sensory language.
- Evaluate the effect of precise words, specific details, and sensory language on a text.
- Utilize a variety of techniques to convey a vivid picture of experiences, events, setting, and/or characters in a narrative.

Guiding Question(s):

Lesson A: What is the big idea of the text?

Lesson B: How do writers choose precise words, specific details, and sensory language for their work?
How do sensory language, precise words, and specific details impact a text?

TN Curriculum Standard(s):

12.W.TTP.1e, 12.W.TTP.1f-Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A

- **Active voice:** A sentence with an action verb where the subject performs the action denoted by the verb.
- **Correspondence:** Communication by exchange of letters.
- **Courteous:** Having or showing good manners; polite.
- **Imperative:** Of vital importance, crucial.
- **Impression:** The effect of an experience or perception upon the mind.
- **Influential:** Using influence.
- **Rapport:** A sympathetic or harmonious relationship.
- **Seeking:** Making an attempt to get something.

Lesson B

- **Allegorical:** Relating to a story, poem, or picture that can be interpreted to reveal a hidden meaning.
- **Aroma:** Agreeable fragrance or pleasant smell.
- **Beckon:** Make a gesture with the hand, arm, or head to encourage or instruct someone to approach or follow.
- **Chivalry:** The medieval knightly system with its religious, moral, and social code.
- **Embark:** To go on board a vessel.
- **Errant:** Travelling in search of adventure.
- **Marsala:** A kind of wine exported from Marsala in Sicily.
- **Prudent:** Acting with or showing care and thought for the future.
- **Reappraisal:** An assessment of something or someone again or in a different way.
- **Juxtaposition:** The fact of two things being seen or placed close together with contrasting effect.
- **Sensory:** Pertaining to the sensation.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about style and tone. Review objectives and how they connect to the lesson. Explain what style and tone are and how they are important in communication (slide 2) Show the fifth video under the supplemental tab “Style, Tone, and Mood” (3:44).

Vocabulary Lesson A

(Slide 11) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Vocabulary Lesson B

(Slide 18) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson A Activities (We Do): (30 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss and clarify as needed.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** introduce the content and explain the value of style and tone
- **3. Positive Language-** review content on the slide and explain how language can be positive and give examples.
- **4. Tone-** review the content on the slide and give the definition of the tone and the value of the tone in writing.
- **5. Quick Check –** review the quick check information on the slide.
- **6. Quick Check (contd...)-** review the quick check information on the slide.
- **7. Quick Check (contd...)** - review the quick check information on the slide.
- **8. Wordiness-** review the content on the slide and give the definition of wordiness and how it is viewed in writing and reading.
- **9. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson A Review: (5 minutes)

(Slide 10) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson B Activities (We Do): (30 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss and clarify as needed.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** introduce the content and explain the value of style and tone
- **3. Precise Words, Specific Details, and Sensory Language-** review content on the slide and explain the elements it is essential to focus on to become a good story writer.
- **4. Precise Words, Specific Details, and Sensory Language-** review the content on the slide and analyze the vivid imagery in the excerpt from Hemingway's story.
- **5. Character Development –** watch the video (17:55) and take notes.
- **6. Hemingway's character development-** review the six examples of characterization on the slide.
- **7. Characters and Character qualities –** watch the video on the slide (4:58).
- **8. Significance of Adding Specific Details-** review the six examples on the slide and summarize the significance of language in texts.
- **9. Setting-** Watch the short video (1:23) about setting and review its importance in stories.
- **10. Precise Words, Specific Details, and Sensory Language-**Review the impact of language in stories and complete the activity at the end of the slide.
- **11. Techniques to Write Vivid Descriptions-**Analyze six techniques to help add vivid descriptions to writing.
- **12. Techniques to Write Vivid Descriptions-**Analyze five types of imagery used in vivid descriptions.
- **13. What is Imagery?-**Watch video (2:15) and complete the three quiz questions on the slide.
- **14. Let Us Practice!-**Read the text and complete the three questions on the slide.
- **15. Reading List**
- **16. Wrap-up!-** Students should review the graphic organizer on this slide.

Lesson B Review: (5 minutes)

(Slide 17) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (35 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Pose the question: "What Stuck with You?" Let students give individual answers on what stuck with them from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 8.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 8

Topic/Lesson Title & Grade Results #: Significance of Literary Devices – Part I Lesson #8

Objective(s): Students will

- Explain how and why writers use literary devices.
- Describe each type of literary device used by writers.
- Demonstrate his or her ability to recognize literary devices in sample passages.

Guiding Question(s): What are literary devices and why are they important?

TN Curriculum Standard(s):

12.RI.CS.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Allusion:** A literary device used to stimulate a variety of ideas by using very few words.
- **Contradiction:** A statement in which one idea contradicts another and is logically inconsistent.
- **Dead metaphor:** Metaphors that have lost their metaphoric meanings as time passed and have become clichés.
- **Flutter:** The rapid flapping of wings.
- **Foreshadowing:** A literary technique used to hint about forthcoming events in a story.
- **Imagery:** A description of something that appeals to the senses and helps readers to visualize the thing being described.
- **Implied metaphor:** An implied metaphor is a metaphor that doesn't explicitly state the comparison.
- **Irony:** Something that happens contrary to what is expected.
- **Literary device:** A technique used to produce a special effect in a piece of writing.
- **Metaphor:** A literary device that compares two unlike things without using the words "like" or "as."
- **Mixed metaphor:** Two or more metaphors used in the same sentence show mixed comparisons which are illogical.
- **Oxymoron:** The combination of two words that mean the opposite of one another.
- **Prophecy:** A divinely inspired utterance or revelation.
- **Sarcasm:** The use of words or phrases to mock someone or something.
- **Symbolism:** A representation of something that shows more than its literal meaning.
- **Tone:** A device used to reflect an author's attitude and feelings toward a particular idea or event.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about figurative language. Review objectives and how they connect to the lesson. Explain what figurative language is and how it is used and the effects they can give. Assure students they have heard figurative language before and give examples like, "It's raining cats and dogs." Or "I'm so hungry I could eat a horse" and explain their effects. Show students the Flocabulary videos on "Irony" (3:30) and "Allusions" (2:28).

Vocabulary

(Slide 21) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. As a group, watch the video in the third Supplemental tab “Metaphor, Simile, Allusion, Personification, Hyperbole” (28:45). Complete the Practice Activities. Discuss.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students would be expected to do by the end of the lesson.
- **2. Metaphor-** review the content on the slide and review the definition of a metaphor and how it can be used in literature; give examples.
- **3. Mixed Metaphors-** review the content on the slide and review the definition of mixed metaphor and how it can be used in literature; give examples
- **4. Implied Metaphor-** review the content on the slide and review the definition of an implied metaphor and how it can be used in literature; give examples
- **5. Dead Metaphor and Imagery-** review the content on the slide and review the definition of a dead metaphor and imagery how they can be used in literature; give examples
- **6. Activity - Metaphor-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **7. Contradiction and Oxymoron-** review the content on the slide and review the definition of a contradiction and oxymoron how they can be used in literature; give examples
- **8. Tone-** review the content on the slide and revisit the definition of a tone how it can be used in literature; give examples
- **9. Allusion-** review the content on the slide and revisit the definition of allusion how it can be used in literature; give examples
- **10. Symbolism** - review the content on the slide and revisit the definition of a symbolism how it can be used in literature; give examples.
- **11. Foreshadowing and Sarcasm-** review the content on the slide and revisit the definitions of a foreshadowing and sarcasm; explain how they can be used in literature; give examples
- **12. Irony-** review the content on the slide and revisit the definition of irony and how it can be used in literature; give examples.
- **13. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson Review: (5 minutes)

(Slide 14) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Tell students to “Gimme 5” list 5 things they remembered or have questions about from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 9.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 9

Topic/Lesson Title & Grade Results #: Conventions of Standard English-Part I Lesson #9

Objective(s): Students will

Lesson A

- Understand the importance of capitalization.
- Learn the rules of capitalization.
- Identify proper and improper capitalization in sentences and learn how to use capitalization at appropriate places.

Lesson B

- Apply the rules of commas in a variety of sentences.
- Write sentences using the comma correctly in a variety of contexts.

Lesson C

- Learn the rules of spelling.
- Learn how plural words are formed.

Guiding Question(s):

Lesson A: What are the rules for capitalization and why are they important?

Lesson B: What are the rules for using commas and why are they important?

Lesson C: What are the rules for spelling and creating plural nouns?

TN Curriculum Standard(s):

12.L.CSE.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A

- **Interjection:** A word or a group of words that expresses feelings.
- **Pronoun:** It is a word that takes the place of a noun.
- **Proper noun:** It denotes a particular person, place, or a thing.
- **Proper adjective:** Proper adjectives are formed from proper nouns.
- **Quotation:** A short note citing the source of information.
- **Scripture:** Writing that is considered sacred by a group of people.

Lesson B

- **Adjective:** A word that modifies a noun or a pronoun.
- **Adverb:** A word that modifies a verb or another adjective.
- **Appositive:** A noun, series of nouns, or noun phrase.
- **Coordinating conjunction:** Words (and, but, or, for, nor, so, yet) used to connect two independent clauses.
- **Dependent clause:** A group of words that depend on a main clause to give meaning.
- **Direct speech:** The direct words of a speaker.
- **Main clause:** A group of words that can stand alone as a sentence.
- **Phrase:** A group of words that do not contain either a subject or a verb.
- **Punctuation:** Universally accepted set of marks or signs used in texts.

Lesson C

- **Consonants:** The letters other than a, e, i, o, u.
- **Identical:** Exactly similar or alike.
- **Pronunciation:** The act of producing the sounds of speech.
- **Syllable:** A unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone.
- **Vowels:** The letters a, e, i, o, u.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students they will be working on lessons about English conventions: capitalization, punctuation, and spelling. Explain that the improper use of any of these conventions can lead to confusion and misunderstanding of the meaning in writing. Watch the three supplemental videos for each Lesson before beginning the slides.

Lesson A Activities (We Do): (20 minutes)

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** introduce the content and explain the importance of capitalization rules.
- **3. Capitalize Proper Nouns and Proper Adjectives-** watch video about capitalization (2:50).
- **4. Rule 1 for Capitalization-** review the content on the slide and the proper noun rules.
- **5. Rule 1 for Capitalization-** complete the activities on this slide.
- **6. Rule 2 for Capitalization-** review the content on the slide: titles of persons.
- **7. Rule 2 for Capitalization –** complete the activities on this slide.
- **Rule 3 for Capitalization-** review the content on the slide: titles of literary works. Go through the slide show.
- **Rule 3 for Capitalization -** complete the activities on this slide.
- **Rules 4 and 5 for Capitalization -** review the content on the slide: beginning of quotations and Pronouns *I* and *O*.
- **Rules 4 and 5 for Capitalization -** complete the activities on this slide.
- **Capitalize your M.I.N.T.S.-**Review capitalization rules: **M**onths, pronoun **I**, **N**ames, **T**itles, **S**tart of sentences.

Lesson B Activities (We Do): (20 minutes)

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson

- **2. Introduction-** introduce the content and explain the importance of comma rules.
- **3. Comma Usage -** watch video about comma rules (2:40).
- **4. Rules 1 and 2 for Commas-** review the content on the slide and the two comma rules.
- **5. Using Commas with Items in a Series-** watch video about comma rules (2:51).
- **6. Using Commas with Items in a Series -** complete the activities on this slide.
- **7. Rules 3 and 4 for Commas -** review the content on the slide and the two comma rules.
- **8. Rules 3 and 4 for Commas-** complete the activities on this slide.
- **9. Rules 5 and 6 for Commas-** review the content on the slide and the two comma rules.
- **10. Using Commas with Introductory Elements-** watch video about comma rules (2:52).
- **11. Commas in Direct Speech -** complete the activities on this slide.
- **12. Rules 7 and 8 for Commas-** review the content on the slide and the two comma rules.
- **13. Using Commas with Introductory Clauses-** watch video about comma rules (1:58).
- **14. Commas in Introductory Clauses-** complete the activities on this slide.
- **15. Rules 9 and 10 for Commas-** review the content on the slide and the two comma rules.
- **16. Commas Between Addresses, Years, and Titles-** complete the activities on this slide.

Lesson C Activities (We Do): (20 minutes)

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** introduce the content and explain the importance of spelling rules.
- **3. Syllables -** complete the activities on this slide.
- **4. Prefixes and Suffixes-** review the content on the slide and the two word parts.
- **5. Prefixes and Suffixes-** complete the activities on this slide.
- **6. Plurals -** review the content on the slide about creating plural nouns by adding an -s.
- **7. Plurals-** complete the activities on this slide.
- **8. Plurals -** review the content on the slide about creating plural nouns by adding an -es.
- **9. Plurals-** complete the activities on this slide.
- **10. Spelling Rules 1 and 2-** review rules about using the vowels *i* and *e* together and dropping the final *e*.
- **11. Spelling Rules 1 and 2-** complete the activities on this slide.
- **12. Spelling Rules 3 and 4-** review rules about changing *y* to *i*, and about silent letters.
- **13. Spelling Rules 3 and 4-** complete the activities on this slide.
- **14. Spelling Rule 5-** review the content on the slide about homonyms, heteronyms, and homographs.
- **15. Spelling Rule 5 -** complete the activities on this slide.
- **16. Spelling Rules 6 and 7-** review rules about word beginnings.
- **17. Spelling Rules 6 and 7-** complete the activities on this slide.

Lesson A Review: (5 minutes)

(Slide 13) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson B Review: (5 minutes)

(Slide 17) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson C Review: (5 minutes)

(Slides 18-19) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (30 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Tell students to “Gimme 5” list 5 things they remembered or have questions about from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 10 Post-test.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities and Review (We Do): (50 minutes)

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do): (50 Minutes)

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: (10 minutes)

SEMESTER 2

Summer School Lesson Plan

Subject/Grade: English 12

Day: 11

Topic/Lesson Title & Grade Results #: Analyze an Author's Choice of Text Structure– Part II Lesson #1

Objective(s): Students will

- Learn to analyze a text according to its structure, considering aspects like where to begin or end a story, the choice to provide a comedic or tragic resolution, among others.
- Put your skills to the test, analyzing the short story of Gabriel García Márquez.

Guiding Question(s): What is author's choice of text structure? What is text structure? How can an author's choice be analyzed? How can text structure be analyzed?

TN Curriculum Standard(s):

12.RL.CS.5-Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Chronological:** In accordance with time.
- **Climax:** The third stage of plot development in works of fiction, in which the action peaks and the conflict comes to a head.
- **Compare and contrast:** A text structure common to nonfiction, which compares two or more things.
- **Denouement:** The final stage of plot development in works of fiction; a synonym for resolution.
- **Exposition:** The first stage of plot development in works of fiction, in which the author presents characters, setting, and conflict.
- **Falling action:** The fourth stage of plot development in works of fiction, in which the conflict moves toward resolution.
- **Flashback:** A scene set in an earlier time than the rest of the action in a story.
- **Magical realism:** A literary technique which presents magical events in an otherwise normal environment.
- **Multiple plot lines:** Various subplots which occur at the same time throughout a story.
- **Problem and solution:** A text structure common to nonfiction, which describes a problem and its solution(s).
- **Resolution:** The final stage of plot development in works of fiction, in which the conflict is resolved and the story ends.
- **Reverse chronological structure:** A text structure sometimes used in fiction, in which the author describes events in the reverse order of their occurrence.
- **Rising action:** The second stage of plot development in works of fiction, in which the author elaborates on the conflict and builds toward a climax.
- **Subplots:** Plots of lesser importance to the central plot of a story.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about author's choice of text structure: Review objectives and how they connect to the lesson. The teacher will explain what text structure is and how it can affect the reading and comprehension of a text. Help students understand that the author specifically chooses the way their text is organized to give a certain effect.

Vocabulary

(Slide 17) Have students read the definitions and discuss the meanings of the above-listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson. Watch supplemental video 7, "Organizational Patterns" (7:03).
- **2. Text Structure-**review the content on the slide and explain what a text structure is and the value it has in varying pieces of literature. Watch supplemental video 1, "Text Structure" (3:49).
- **3. Compare and Contrast-** review the content on the slide and explain what this type of structure looks like and what types of writing it is used for. Watch supplemental video 2, "Compare and Contrast" (3:26).
- **4. Cause and Effect-** review the content on the slide and explain what this type of structure looks like and what types of writing it is used for
- **5. Problem and Solution-** review the content on the slide and explain what this type of structure looks like and what types of writing it is used for. Watch supplemental video 3, "Problem and Solution" (3:05).
- **6. Activity - Text Structure-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **7. Chronological Text Structure-** review the content on the slide and explain what this type of structure looks like and what types of writing it is used for.
- **8. Chronological Text Structure (contd...)-** review the content on the slide and explain what this type of structure looks like and what types of writing it is used for.
- **9. Multiple Plotlines-** review the content on the slide and explain what this type of structure looks like and what types of writing it is used for.
- **10. Gabriel García Márquez-** review the content on the slide and give the background information for the author. Watch supplemental video 10, "The Structure of a Short Story" (6:47).
- **11. One of These Days by Garcia Marquez-** review the information on the slide and give an introduction and summary of the text by Garcia Marquez
- **12. Gabriel García Márquez - Structure of the story-** review the content on the slide an explain the text structure chosen by the author and how that can be determined and analyzed.
- **13. Gabriel García Márquez - Structure of the story (contd...)-** review the content on the slide an explain the text structure chosen by the author and how that can be determined and analyzed.
- **14. Gabriel García Márquez - Structure of the story (contd...)-** review the content on the slide an explain the text structure chosen by the author and how that can be determined and analyzed.
- **15. Activity - One of These Days-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson Review: (5 minutes)

(Slide 16) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Close the lesson with the exit ticket (3-2-1) Have students list 3 things they learned, 2 questions they still have, and 1 great idea from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 12.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 12

Topic/Lesson Title & Grade Results #: Impact of Authors Lives on Themes of Stories– Part II Lesson #2

Objective(s): Students will

- Relate an author's work to themes of his/her historical period.

Guiding Question(s): How does an author let their life affect their writing?

TN Curriculum Standard(s):

12.RL.IKI.9-Demonstrate knowledge of and analyze thematically related, texts of literary significance, considering how two or more texts treat similar themes or topics.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Allegory:** Representation of an abstract or spiritual meaning through concrete or material forms.
- **Christen:** To receive into the Christian church by baptism.
- **Conspicuous:** Easily noticed or observed.
- **Feminism:** The doctrine advocating social, political, and all other rights of women equal to men.
- **Gentry:** Well-born and well-bred people.
- **Martyrdom:** Extreme suffering or death of a martyr.
- **Piety:** A feeling of deep respect towards God.
- **Tenet:** Any opinion, principle, doctrine, dogma, etc.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about how authors lives are important factors in how they write.

Vocabulary

(Slide 10) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Show the Biography video under the Supplemental tab "Nathaniel Hawthorne" (8:09). Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction-** review the content on the slide and begin to introduce how author's lives can change or effect their writing.
- **3. Nathaniel Hawthorne's Background and Culture-** review the content on the slide and explain how Nathaniel Hawthorne's background and culture influenced his writing.
- **4. The Custom-House of Scarlet Letter-** review the information on the slide and review the background information that sets up the premise for the Scarlet Letter.

- **5. Biography of Mark Twain-** review the content on the slide and explain how Mark Twain’s upbringing, background and culture influenced his writing
- **6. Historical Period of The Author-** review the content of the slide and explain how the historical period of the author can strongly influence the style, tone, and subject-area of an author.
- **7. Read and Analyze Text-** review the content on the slide and explain how to read and analyze any text and the value in properly reading and analyzing the text.
- **8. Drag and Drop Activity -** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson Review: (5 minutes)

(Slide 9) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Tell students to “Gimme 5” list 5 things they remembered or have questions about from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 13.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 13

Topic/Lesson Title & Grade Results #: Strategies to Comprehend Informational Text– Part II Lesson #3

Objective(s): Students will

- Identify the literary devices and techniques that broaden the understanding of the text.
- Analyze the complexity of the information present in the text.
- Generate and answer questions for attaining clarity.
- Analyze the explicit and the implicit information present in the texts.

Guiding Question(s): What is an informational text? What are some strategies that will help me understand informational Text?

TN Curriculum Standard(s):

12.RI.KID.1 - Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Context clues:** Meaning of unfamiliar words.
- **Delusive:** Likely to mislead and deceive.
- **Demented:** Mad and insane.
- **Disposition:** A person's temperament, mood, tendency, or inclination.
- **Embarrass:** To make someone feel confused, foolish, awkward, or ashamed in front of others.
- **Explicit:** Information clearly stated.
- **Implicit:** Information Implied or understood.
- **Irony:** Conveying meaning opposite to its literal meaning.
- **Literary devices:** A technique that writers use to produce a special effect and enrich their text.
- **Precept:** A command, rule, or principle intended as a general rule of behavior.
- **Relentless:** Unyielding, steady, and determined.
- **Rhetoric:** A speech or writing intended for persuasion.
- **Scanning:** Reading a text quickly in order to find specific information.
- **Skimming:** Reading or glancing through quickly to get a general idea of meaning.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about strategies to comprehend informational text. Explain that there are many facets of informational text that require analyzing or “breaking down.” Show the first supplemental video “The Structure of Informational Texts” (6:09).

Vocabulary

(Slide 15) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. As a group, complete the Practice Activities. See list below.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Informational Text-** review the information on the slide and give the definition of informational text and provide relevant examples.
- **3. Strategies to Comprehend Informational Texts-** Review the content on the slide and highlight the various strategies that will help readers understand and break down informational texts.
- **4. Identifying Literary Devices and Techniques-** review the information on the slide and give strategies and tips on how to identify literary devices and techniques and how that will benefit when breaking down texts.
- **5. Literary Devices in Narrative of the Life of Frederick Douglas, an American Slave-**review the information on the slide and highlight the use of literary devices and the effect of them. Watch supplemental video 2, "Frederick Douglas" (27:41).
- **6. Multiple Meaning Words-** review the information on the slide and explain why it is important to understand that some words can have multiple meanings and what role that plays in analyzing the text.
- **7. Complexity of the Texts: Words and Expressions-** review the content on the slide and explain how complexity of the text effects comprehension and analysis of a text.
- **8. Generating and Answering Questions-** review the content on the slide and explain how when reading it is important for readers to generate questions and try to answer them.
- **9. Activity- Comprehending "Common Sense" by Thomas Paine-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **10. Identifying the Explicit and Implicit Information Based on a Text-** review the information on the slide and define explicit information and implicit information and explain how they different in information-based text.
- **11. Activity-Explicit and Implicit Information in "Goodbye, Darkness: A Memoir of the Pacific War"-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **12. Foreign Words and Phrases-** review the content on the slide and explain the role foreign words and phrases play in informational and complex text.
- **13. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson Review: (5 minutes)

(Slide 14) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Close the lesson with the exit ticket (3-2-1) Have students list 3 things they learned, 2 questions they still have, and 1 great idea from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 14.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 14

Topic/Lesson Title & Grade Results #: Using Information Sources – Part II Lesson #4

Objective(s): Students will

- Learn to select appropriate materials required to write a research paper.
- Analyze each source of information for credibility and usefulness.
- Draft the research paper by citing evidence from multiple sources of information.
- Integrate and present all the information collected from multiple sources to fulfill the requirements of the paper.

Guiding Question(s): How do I know if something is useful information? How do I incorporate useful information in a research paper?

TN Curriculum Standard(s):

12.RI.IKI.7 - Evaluate the topic or subject in multiple diverse formats and media.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Axes:** Any of various central structures, such as the spinal column, or standard abstract lines used as a positional referent.
- **Functional texts:** Informational texts that help the reader to navigate through a text and to understand its context by providing additional information.
- **Official documentation:** Excellent sources to obtain detailed information about specific issues such as governments, organizations, and companies.
- **Specialized documentation:** Documents that are created for a specific audience such as librarians, physicians, or computer specialists.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about information sources and how to incorporate them into a research paper.

Vocabulary

(Slide 26) Have students read the definitions and discuss the meanings of the above-listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the content, slide by slide. After slide 2, show the first video under the supplemental tab about evaluating sources (21:04). As a group, complete the Practice Activities in preparation for independent work.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.

- **2. Identifying Different Types of Sources-** review the content on the slide and explain the different types of sources that can be used for information.
- **3. Integrating Multiple Sources in Research Based Writing-** review the information on the slide and explain what integrating means and how it can be done with multiple sources for research writing.
- **4. Functional Texts-** review the content on the side and define and explain what functional text
- **5. Activity - Functional Texts-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **6. Informational Text-** review the information on the slide and revisit what informational text is and what its purpose is. Watch supplemental video 2, “Types of Information Sources” (3:43).
- **7. Structure of Informational Texts-** review the information on the slide and explain the structure of informational texts and how that can change from text to text.
- **8. Structure of Informational Texts (contd...)-** continue to review the information on the slide and explain the structure of informational texts and how that can change from text to text.
- **9. Structure of Informational Texts (contd...)-** continue to review the information on the slide and explain the structure of informational texts and how that can change from text to text.
- **10. Activity - Structure of Informational Texts-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **11. Activity - Structure of Informational Texts-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **12. Reading an Informational Text-** review the information on the slide and explain how to read informational text.
- **13. Types of Informational Texts-** review the content on the slide and explain the different types of informational texts.
- **14. Reference Information-** review the information on the slide and explain what reference information is and how it is important.
- **15. Reference Information (contd...)-** review the information on the slide and explain what reference information is and how it is important.
- **16. Reference Information (contd...)-** review the information on the slide and explain what reference information is and how it is important.
- **17. Evaluating Informational Sources-** reviewing the information on the slide and explain how to evaluate informational sources and what to do with that evaluation.
- **18. Using Informational Sources to Follow Directions –** review the information on the slide and explain the various ways informational sources can be used to follow directions.
- **19. Using Informational Sources to Follow Directions (contd...)-** review the information on the slide and explain the various ways informational sources can be used to follow directions.
- **20. Using Informational Sources to Follow Directions (contd...)-** review the information on the slide and explain the various ways informational sources can be used to follow directions.
- **21. Using Informational Sources to Follow Directions (contd...)-** review the information on the slide and explain the various ways informational sources can be used to follow directions.
- **22. Using Informational Sources to Follow Directions (contd...)** - review the information on the slide and explain the various ways informational sources can be used to follow directions.
- **23. Using Informational Sources to Follow Directions (contd...)** - review the information on the slide and explain the various ways informational sources can be used to follow directions.
- **24. Using Informational Sources to Follow Directions (contd...)** - review the information on the slide and explain the various ways informational sources can be used to follow directions.

Lesson Review: (5 minutes)

(Slide 25) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Pose the question: “What Stuck with You?” Let students give individual answers on what stuck with them from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 15.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 15

Topic/Lesson Title & Grade Results #: Informational Writing: Distinguish Relevant and Irrelevant Facts – Part II Lesson #5

Objective(s): Students will

- Distinguish between relevant and irrelevant facts that help develop the topic.
- Use a variety of supporting information to develop a topic.
- Evaluate the audience's prior knowledge and use appropriate secondary sources.

Guiding Question(s): How do I tell relevant facts from irrelevant facts when I'm writing?

TN Curriculum Standard(s):

12.W.TTP.2c - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Aesthetics:** A set of principles concerned with the nature and appreciation of beauty.
- **Apogee:** The highest point in the development of something.
- **Ardent:** Very enthusiastic or passionate.
- **Choreomania:** A morbid craving to dance.
- **Cobbled:** An area or roadway paved with cobbles.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about distinguishing relevant facts from irrelevant facts and how to incorporate them into informational writing. At the end of this unit, the student will be able to examine complex ideas, concepts, and information clearly and accurately through the effective selection and analysis of the informative text.

Vocabulary

(Slide 13) Have students read the definitions and discuss the meanings of the above-listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the lesson slide by slide. If you need to access the texts, click on the text names to read the texts.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction-** Tell students that they will be working on a lesson about distinguishing relevant facts from irrelevant facts and how to incorporate them into informational writing
- **3. Informative Writing-** review the content on the slide and define and explain what informative writing is and give examples. Watch supplemental video 1, "Informational Text" (8:43).

- **4. Brainstorming-** review the information on the slide and define brainstorming and its value in the writing process.
- **5. Distinguish Relevant and Irrelevant Facts-** review the information on the slide and explain how to distinguish relevant and irrelevant facts and how that can affect writing. Watch supplemental video 6, “Distinguishing Fact from Opinion” (7:39).
- **6. Understanding the Target Audience and Evaluating Their Prior Knowledge-** review the content of the slide and explain how to understand the target audience and evaluate their prior knowledge, and how that can affect literature and writing.
- **7. Informative Paragraph Supported with Facts and Evidence-** review the content on the slide and explain how an informative paragraph can be supported with facts and evidence and affect the quality of the text.
- **8. Lesson Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **9. Let us Practice!-** review the information on the slide and model the correct thought process in practicing the skills taught.
- **10. Wrap-up!-** wrap up the lesson
- **11. Reading List-** review this slide with all the texts that will help support the lesson taught and skills learned.

Lesson Review: (5 minutes)

(Slide 12) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Close the lesson with the exit ticket (3-2-1) Have students list 3 things they learned, 2 questions they still have, and 1 great idea from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 16.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 16

Topic/Lesson Title & Grade Results #: Literary Writing: Identifying Audience and Purpose– Part II Lesson #6

Objective(s): Students will

Lesson A:

- Identify the author's purpose.
- Identify the intended audience.

Lesson B:

- Discuss the logical dependability of the author's argument.
- Determine whether the reasoning is valid and sufficient.
- Identify any false claims in the argument.

Guiding Question(s):

Lesson A: How do I identify the audience and the purpose of a piece of literature?

Lesson B: How can I break down a stated argument and tell if it is valid or not?

TN Curriculum Standard(s):

6.RL.KID.2 -Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

12.RI.CS.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Author's purpose:** The reason an author writes a piece.
- **Ethos:** It is the appeal to ethics to convince the audience.
- **Pathos:** It is the appeal to the emotional side of the audience.
- **Logos:** It is the appeal to the logical reasoning ability of the audience.
- **Subject:** A broad field of study.
- **Topic:** A sub-topic; a narrower field of study than a topic.

Lesson B:

- **Assumption:** Something that is taken for granted; information that the author thinks the audience already knows.
- **Dependability:** Worthy of trust; reliable.
- **Evidence:** Something that tends to prove or disprove something; makes something clear.
- **Explicit reasoning:** A statement that directly links the cause and effect.
- **Fallacy:** A deceptive or false claim; misleading or unsound argument.

- **Implicit reasoning:** The logical principles that connect the explicit reasoning to the claim and the cultural principles and values that connect the explicit reasoning to the claim.
- **Majority:** The choice with the most in number; most popular.
- **Minority:** The choice that is least common; least popular.
- **Premise:** Evidence presented in an argument.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (10 minutes)

Tell students that they will be working on a lesson about identifying the audience of a piece of literature and also finding the purpose of a piece of literature. Show the supplemental video “Analyzing Author’s Purpose” (6:20).

Tell students that they will be working on a lesson about analyzing a stated argument.

Explain what an argument is and that it is not always a negative confrontation as most people think. Show the sixth supplemental video “Identifying and Analyzing Arguments” (4:11).

Vocabulary

Lesson A: (Slide 8) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson B: (Slide 10) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson A Activities (We Do): (25 minutes)

Progress through the content slide by slide. As a group, complete the Practice Activities. Discuss.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction-** review the information on the slide and tell students that they will be working on a lesson about identifying the audience of a piece of literature and also finding the purpose of a piece of literature.
- **3. Activity - Author's Purpose-** review directions for activity and model the correct thinking process in selecting the correct answers. Watch supplemental video 4 “The Author’s Purpose” (14:06).
- **4. Intended Audience-** review the information on the slide and explain what an audience is and how an author can have an intended audience.
- **5. Author's Point of View-** review the content on the slide and explain what author’s point of view and how that effects the intended audience for a particular text.
- **6. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson B Activities (We Do): (25 minutes)

Progress through the lesson/content slide by slide. As a group, complete the Practice Activities.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** Tell students that they will be working on a lesson about analyzing a stated argument. Explain what an argument is and that it is not always a negative confrontation as most people think.
- **3. Analysis of Arguments-** review the content on the slide and define what analysis is and how an argument can be analyzed. Watch supplemental video 3 “What is an Argument?” (4:35) and video 8 “Argument: Effective Claims” (3:33).
- **4. Activity - Argument-** review directions for activity and model the correct thinking process in selecting the correct answers.

- **5. Reasoning-** review the content on the slide and explain what reasoning is and how it is used in determining the validity of arguments.
- **6. Steps to Evaluate and Analyze an Argument-** review information on the slide and explain the steps to evaluate and analyze an argument.
- **7. Activity - Analyze an Argument-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **8. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson A Review: (5 minutes)

(Slide 7) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson B Review: (5 minutes)

(Slide 9) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes):

Tell students to “Gimme 5” list 5 things they remembered or have questions about from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 17.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 17

Topic/Lesson Title & Grade Results #: Argumentative Writing—Use of Words to Indicate Strengths and Weaknesses – Part II Lesson #7

Objective(s): Students will

Lesson A

- Demonstrate your ability to use technology to produce writing products.
- Develop arguments and counter arguments.
- Demonstrate your ability to use constructive criticism to enhance your writing.
- Write an argumentative essay.

Lesson B

- Write sentences that use phrases, clauses, and varied syntax to link major sections of a text.
- Write sentences that use phrases, clauses, and syntax to create cohesion.
- Write sentences that use phrases, clauses, and syntax to clarify the relationships between claim(s) and reasons, reason(s) and evidence, and claim(s) and counterclaims.

Guiding Question(s):

Lesson A: How can I tell when an argument is strong or weak?

Lesson B: What phrases and clauses do I use to link the claim and evidence?

TN Curriculum Standard(s):

12.W.TTP.1b - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

Lesson A

- **Argument:** A statement or idea used to support a stance on a topic.
- **Bias:** Taking a rigid stance for or against a topic.
- **Bibliography:** A detailed list of citations used in an essay.
- **Brainstorming:** A form of prewriting in which a writer discovers and organizes new ideas on his/her topic.
- **Collaboration:** Working with others to produce a written work through criticism, feedback, and revision.
- **Counter argument:** The opposing standpoint against a presented argument.
- **Criticism:** A detailed examination of a written, stated, or otherwise recorded work.
- **Feedback:** A statement of critique for the purpose of cooperation and collaboration.
- **Hanging indent:** An indentation of the second line of a citation.
- **Parenthetical documentation:** A means of giving credit to an author in the body of an essay.

- **Publishing:** The act of releasing a written work for others to read, critique and provide feedback.
- **Thesis statement:** A clear, concise statement of the topic or argument of an essay.

Lesson B

- **Claim:** An assertion that something is true
- **Collocation:** Co-occurrence of lexical items
- **Concede:** To acknowledge as true
- **Concession:** Acknowledgement of the opposing viewpoint
- **Contextual:** Relating to the circumstances that form the setting
- **Counterclaims:** Defense against a claim
- **Evidence:** Something that gives a proof of truth of something
- **Factual:** Based on facts
- **Incorporate:** To combine something with
- **Interpret:** Explain the meaning
- **Lexical:** Vocabulary
- **Reason:** Justification for something
- **Rebuttal:** Response to a counterclaim
- **Reiteration:** Using the same

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about strengths and weaknesses being present in an argument. Explain how students must be able to not only detect strengths and weaknesses in other people's writing, but also their own.

Vocabulary

(Slide 12 and Slide 20) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson A Activities (We Do): (30 minutes)

Show the videos in Supplemental tabs 5 and 6 "Brainstorm Your Research Topic" (9:15) and "Brainstorming" (5:36). Progress through the content slide by slide. As a group, complete the Practice Activities.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **3. Brainstorming-** review content on the slide and define brainstorming and explain the value in brainstorming.
- **4. Brainstorming (contd...)-** review content on the slide and define brainstorming and explain the value in brainstorming.
- **5. Brainstorming (Contd...)** review content on the slide and define brainstorming and explain the value in brainstorming.
- **6. Research-** review the information on the slide and explain the value of research and how it should be incorporated in the writing process.
- **7. Research (contd...)-** review the information on the slide and explain the value of research and how it should be incorporated in the writing process.
- **8. Prewriting-** review the information on the slide and define prewriting and explain its role in the writing process.

- **9. The Final Draft-** review the information on the slide and explain what the final draft consists of and the role it plays in the writing process.
- **10. Drag and Drop Activity-** review directions for activity and model the correct thinking process in selecting the correct answers.

Lesson B Activities (We do): (30 minutes)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson
- **2. Introduction-** Discuss elements of argumentative writing: claims, reasons, evidence, and counterclaims.
- **3. Use of Words, Phrases, and Clauses-** review content on the slide about using words to connect sentences and ideas.
- **4. Connecting Paragraphs-** review the brief analysis of the text “The Poetry of Victorian Science.”
- **5. Understanding Connectors Using a Text -** review content on the slide and define brainstorming and explain the value in brainstorming.
- **6. Cohesion and Clarity-** review the information on the slide and have the students complete the activity on the slide individually.
- **7. Syntax-** review the information on the slide about word order. Discuss the three examples on the slide and tell the students to complete the activity individually.
- **8. Different Types of Sentence Structures-** review the information on the slide about the different structures you can use in your writing.
- **9. Video - Parallel Structure-** Watch the video about parallel structure (3:20).
- **10. Video - Antithesis-** Watch the video about antithesis (8:36).
- **11. Video - Anaphora-** Watch the video about anaphora (5:30).
- **12. Sample Argument Writing-** Read the sample argument essay and discuss the organization and elements. Tell students to complete the activity at the end of the slide individually.
- **13. Let Us Practice!-** review content on the slide discuss the different types of sentences used in the text.
- **14. About the Author-** review content on the slide about Theodore Roosevelt.
- **15. Lesson Activity –** Tell students to complete the ten activities on the slide to test their understanding of this lesson.
- **16. Let Us Practice -** review the essay analysis of *Federalist Papers #1* and complete the two activities at the end of the slide.
- **17. Reading List**
- **18. Wrap-up!-** tell students to review the five charts on the slide to prepare for the posttest.

Lesson A Review: (5 minutes)

(Slide 11) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson B Review: (5 minutes)

(Slide 19) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do) – (35 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Tell students to “Gimme 5” list 5 things they remembered or have questions about from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 18.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 18

Topic/Lesson Title & Grade Results #: Argumentative Essay - Write Precise Claims and Counterclaims – Part II Lesson #8

Objective(s): Students will

- Write precise, knowledgeable claim(s) in response to a specific topic.
- Establish the significance of the claim.
- Supply reasoned evidence to disprove opposing or counterclaims.
- Organize ideas to show the relationship between claim(s), counterclaims, reasons, and evidence.

Guiding Question(s): What is an argumentative essay? How do I write an argumentative essay? What is a claim? What is a counterclaim? How do they relate to an argumentative essay?

TN Curriculum Standard(s):

12.W.TTP.1a - Introduce precise claim(s)

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Acknowledge:** To admit or accept that something exists is true, or is real
- **Argument:** Stated point of view
- **Claim:** An assertion that something is true,
- **Counterclaim:** To make a claim as a defense against an earlier claim
- **Evidence:** Proof of the existence of something that helps to come to a particular conclusion
- **Organization:** Arrangement of separate components in a coherent whole
- **Precise:** Exact and accurate, or detailed and specific
- **Reasons:** An explanation or justification for something
- **Substantiate:** To confirm that something is true or valid
- **Support:** To be in favor of a cause

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about argumentative essays and how to write them. Revisit the fact that the term argument does not mean confrontation or any negative association as some may assume.

Vocabulary

(Slide 21) Have students read the definitions and discuss the meanings of the above listed vocabulary words.

Lesson Activities (We Do): (60 minutes)

Progress through the lesson slide by slide. As a group, complete the Practice Activities.

Contents of Lesson (Slides)

- **1. Objectives-** review the objectives and explain what students should be expected to do by the end of the lesson.

- **2. Introduction-** Tell students that they will be working on a lesson about argumentative essays and how to write them. Revisit the fact that the term argument does not mean confrontation or any negative association as some may assume. Show first supplemental video “Argument Skills: Writing a Claim” (5:35).
- **3. Video - Evidence in Claim-** show video and explain how evidence works in a claim and how it can make it stronger or weaker; give examples.
- **4. Importance of Writing a Precise Claim-** review the information on the slide and explain how important writing a claim is and how it can affect the entire text. Watch second supplemental video “Argument Skills: Effective Claims” (3:33).
- **5. Claims - Interesting Facts-** review the information on the slide and explain the value of having interesting fact in claims.
- **6. Types of Claims-** review the information on the slide and explain how there can be different types of claims and when they can be used for different situations depending on the purpose of the writing.
- **7. Significance of Your Claim-** review the content on the slide and explain the significance evidence has to do with a claim.
- **8. Identify Your Position-** review the information on the slide and explain how a writer can identify their position and how valuable that can be for the text.
- **9. How to Write the Introduction?-** review the content on the slide and explain how to write an introduction and the value of having a good introduction for an essay.
- **10. Writing Body Paragraphs-** review the content on the slide and define body paragraph and explain where they come in the essay and what all that should include.
- **11. Presentation of Evidence in the Body Paragraphs-** review the information on the slide and explain how evidence should be presented in the body paragraphs and the variety of methods it can be presented in body paragraphs.
- **12. Refuting Opposing Positions-** review the content on the slide and explain what refuting is, and how that can be done in an argumentative essay. Watch fourth supplemental video: “Argument Skills: The Opposing Position” (5:00). Watch the fifth supplemental video: “Argument Skills: Counter Claims” (5:03).
- **13. Writing Conclusion-** review the information on the slide and revisit what a conclusion is in an essay and how it should be written.
- **14. Video - Presentation of Evidence-** show video and address any misunderstandings.
- **15. Citations-** review the content on the slide and explain what citations are and how they should be used in an argumentative essay.
- **16. Let us Practice - Activity 1-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **17. Let us Practice - Activity 2-** review directions for activity and model the correct thinking process in selecting the correct answers.
- **18. Wrap-up! –** review the content on the slide and close the lesson
- **19. Reading List-** review the texts listed to assist comprehension and the meeting of above listed objectives.

Lesson Review: (5 minutes)

(Slide 20) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (40 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Close the lesson with the exit ticket (3-2-1) Have students list 3 things they learned, 2 questions they still have, and 1 great idea from the lesson. Entertain any questions or confusion about the lesson to prepare for Day 19.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 19

Topic/Lesson Title & Grade Results #: Word Patterns and Context Clues – Part II Lesson #10

Objective(s):

Lesson A

- Explain how affixes and root words affect word meaning.
- Describe various ways to decipher word meaning.
- Define unfamiliar terms.
- Synthesize Greek and Latin words into categorical lists.
- Identify different parts of a word.
- Use context clues to find the meaning of new words.

Lesson B

- Learn about context clues: what they are and their different forms.
- Identify the meanings of unknown words using context clues.

Guiding Question(s):

Lesson A: How do you determine the meaning of unfamiliar words?

Lesson B: What are the different types of context clues used to determine the meaning of unfamiliar words?

TN Curriculum Standard(s):

12.L.KL.3, 12.L.VAU.4b, 12.L.VAU.4d - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A

- **Affix:** A part of a word with specific meaning that is attached before or after a root or stem to modify its meaning.
- **Antonym:** A word with the opposite meaning of the familiar word.
- **Connotation:** An idea or feeling evoked by a word beyond its literal meaning.
- **Context clue:** A source of information outside of words that readers can use to predict the meaning of unfamiliar words.
- **Context:** The parts of a narrative that surround a word or passage and that can shed light on its meaning.
- **Denotation:** The explicit or literal meaning of a word.
- **Derivational suffixes:** Suffixes that change the part of speech of a word.

- **Derivative:** A new word formed from one or more existing words, either by adding a prefix or suffix or by compounding.
- **Idiom:** A group of words that carries a meaning of its own not carried by its individual words. Every language has a set of idioms; these do not carry meaning through a literal translation.
- **Inflectional suffixes:** Suffixes that do not change the meaning of the original word but change the grammatical aspect of the word.
- **Prefix:** An affix placed before the stem of a word.
- **Root form:** A word part without added prefixes or suffixes.
- **Suffix:** An affix placed after the stem of a word.
- **Synonym:** A word with the same or similar meaning as another word.
- **Simile:** A comparison between two dissimilar things using the words *like* or *as*.
- **Word analysis:** The strategies used to figure out the meaning of unfamiliar words.
- **Word root:** A part of a word that contains the core meaning.

Lesson B

- **Analysis:** A detailed study to learn more about something.
- **Antonym:** A word that has the opposite meaning to another word.
- **Context:** The words or phrases that occur around a word that help you.
- **Definition:** The explanation to the meaning of a word.
- **Example:** A fact or a thing that represents what you say.
- **Synonym:** A word having nearly the same meaning as another word.

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (5 minutes)

Tell students that they will be working on a lesson about using word parts and context clues to determine the meaning of unfamiliar words. Explain how students must be able to identify roots, prefixes, suffixes, and clue words to aid them in defining unfamiliar words.

Lesson A Activities (We Do): (35 minutes)

Contents of Lesson (Slides)

- **1. Objectives-** Review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction-** Tell students that they will be working on a lesson about encountering unfamiliar words and how to determine their meaning.
- **3. Understanding Parts of a Word -** Discuss roots, prefixes, and suffixes in words.
- **4. Activity: Prefix, Suffix, and Root Words-** Tell students to complete the sorting activity individually.
- **5. Understanding Parts of a Word (contd...)** - Define *derivative* and discuss how to determine their meanings.
- **6. Activity: Meanings of Affixes -** Tell students to complete the matching activity individually.
- **7. Parts of Speech and Word Parts -** Review the content on the slide and review the chart of common inflectional suffixes.
- **8. Parts of Speech and Word Parts (contd...)** - Review the information on the slide and review the chart of common derivational suffixes.
- **9. Parts of Speech and Word Parts (contd...)** - Review the information on the slide and review the chart of common derivational suffixes.
- **10. Activity: Prefixes -** Tell students to complete the drag and drop activity individually.
- **11. Activity: Suffixes -** Tell students to complete the drag and drop activity individually.
- **12. Breaking Down Words/What a Word Means -** Review the content on the slide and discuss two context clues strategies used to determine meaning of unfamiliar words.

- **13. Activity: Context Clues** - Tell students to answer the two multiple choice questions.
- **14. What a Word Means (contd...)** - Review the content on the slide and discuss five context clues strategies used to determine meaning of unfamiliar words.
- **15. Activity: Context Clues** - Tell students to answer the five multiple choice questions.
- **16. What a Word Means (contd...)** - Review the content on the slide and discuss five punctuation context clues strategies used to determine meaning of unfamiliar words.
- **17. Activity: Punctuation Clues** - Tell Students to complete the five drag and drop activities individually
- **18. Meaning of Words** – Review the content on the slide and discuss connotation, denotation, and idioms.
- **19. Activity: Idioms** - Tell students to complete the five matching idioms with their meanings.
- **20. Meaning of Words (contd...)** – Review the content on the slide and discuss common homonyms.

Lesson B Activities (We Do): (30 minutes)

Contents of Lesson (Slides)

- **1. Objectives**- Review the objectives and explain what students should be expected to do by the end of the lesson.
- **2. Introduction**- Tell students that they will be working on a lesson about encountering unfamiliar words and how to determine their meaning through context.
- **3. Context Clues**- Discuss five aspects to determine word meanings. Show supplemental video “Context Clues” (2:33).
- **4. Activity: Context Clues**- Tell students to complete the three multiple choice questions individually.
- **5. Types of Context Clues**– Review the information on the slide and the four kinds of context clues.
- **6. Activity: Types of Context Clues**- Tell students to complete the drag and drop activity individually.
- **7. Contextual Analysis**- Review the content on the slide and review the chart of common context clues clue words.
- **8. Activity: Clue Words**- Tell students to complete the fifteen sorting cards for types of context clues. Repeat the activity as necessary to help students remember the clue words.
- **9. Lesson Review**- Review the information on the slide before beginning the posttest.
- **10. Lesson Vocabulary** – Review the vocabulary terms.

Lesson A Review: (5 minutes)

(Slide 21) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Lesson B Review: (5 minutes)

(Slide 9) Summarize the lesson with the lesson review in Grade Results. **Have students review the slides and their notes to prepare for the Posttest.**

Independent Work – Posttest (They Do): (30 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Tell students to review their notes from Part II Lessons to prepare for the Posttest on day 20.

Summer School Lesson Plan

Subject/Grade: English 12

Day: 20

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for the final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Attendance in PowerSchool: (5 minutes)

Lesson Introduction (I Do): (10 minutes)

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities and Review (We Do): (40 minutes)

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do): (50 Minutes)

Students will complete Part II Posttest individually.

Closing/Wrap Up: (15 minutes)

- Validate all posttests are completed.
- Update and resolve any discrepancies in Parent Contact Logs and Communication Notes
- Validate all supporting documentation for Special Education and ESL students.
- Validate students' home address.