

Grade 12

Distance Learning Module 1: Week of: 3/30/2020 – 4/3/2020

Modern Communication - *Modified from [Unit 4](#)*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Different types of writing (descriptive, argumentative, literary analysis, informative), traits of a relevant source (e.g. proves thesis, significant to the text or argument)

Vocabulary: Descriptive writing, argumentative writing, literary analysis

Skills: Writing in a variety of different styles, analyzing information from various sources (e.g. mentor texts, research), analyzing the work of others (from unit 1)

Expectation: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, 3/30: Reflect on your strengths and weaknesses as writers as well as why people need to study written communication	1) Read welcome back letter 2) Free write: What are your strengths and weaknesses as a writer? On what do you need to improve? (Submit on Classroom) 3) We will study written communication during the first half of this trimester. Read and reflect on the article - Written Communication. 4) Select a book to read independently over the next few weeks. It should be age/grade-level appropriate. (NOTE - you must read some of your book by Thursday.)	Free write
Tuesday, 3/31: Identify traits of different types of writing	During the front portion of this unit, we will cover four types of writing: descriptive, literary analysis, argumentative, explanatory/informative. Read a sample of each, and identify traits that make it unique. Take notes!	Notes from today's activity

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Wednesday, 4/1: Identify characteristics of descriptive writing, and write descriptively	1) Watch the screencast for an introduction to descriptive writing. 2) Watch the screencast analysis of a mentor text. 3) Write a one-page descriptive piece.	Picture prompt (descriptive) writing
Thursday, 4/2: Practice strategies for analyzing a piece of literature, and write a brief literary analysis response	1) FYI: While literary analysis is not communication per se (aside from literary people communicating with each other), it teaches you to think critically about what you read, a skill that is important for life. 2) Watch the screencast to review strategies for literary analysis. I will also model what writing about literary analysis looks like. 3) Write a literary analysis (1 page) about your independent book.	Literary analysis writing
Friday, 4/3: Evaluate the steps that people, including writers, take to develop an argument; critique an argumentative essay	1) Reflect: What does argumentative writing have to do with communication? 2) Screencast read aloud of an article that takes a side on a topic. I will model analysis of <i>how</i> the author makes his/her argument. 3) Find your own argumentative essay, analyze whether or not you agree with it, and analyze how the author makes the argument. Write a brief analysis.	Argumentative essay analysis

Week criteria for success (attach student checklists or rubrics): There are no formal assessments this week; however, students will be given feedback on all of the work that they submit.

Supportive resources and tutorials for the week (plans for re-teaching): Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, Google Meet, and Zoom will be utilized for one-on-one and small-group support.