

## Tentative Calendar

This schedule is subject to, and likely will, change during the course of the semester. In addition to this calendar, I have created a Google Calendar for our class that you can access and view via our course GoogleSite. When in doubt, check the Google Calendar for the most up-to-date calendar changes.

<b>Week/Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
Week 1: 9/7	Introductions; Reading strategies; Website setup and discussion	<ul style="list-style-type: none"> <li>● Marc Prensky, “Digital Natives, Digital Immigrants”</li> </ul>	<ul style="list-style-type: none"> <li>● Take notes on or respond to the reading response questions provided in our GoogleDocs Collection.</li> </ul>
Week 2: 9/14	Instructional scaffolding; ELA specific reading strategies; Website troubleshooting and workshopping	<ul style="list-style-type: none"> <li>● Chopin, “The Story of an Hour”</li> <li>● Schoenbach et. al., ch. 5</li> <li>● 3 Teacher Videos: 2 from Julie, one from Oak Park</li> <li>● YA novel</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule discussion lesson date with CT</li> <li>● Create initial website and pages for unit plan materials</li> <li>● Reading Questions</li> </ul>
Week 3: 9/21	Designing Units of Study; Aligning Instruction; Teaching to Learning Targets; Workshopping Reading Mini-Lessons	<ul style="list-style-type: none"> <li>● Marshall &amp; Beach</li> <li>● Wiggins &amp; McTeague: Backward Design pp. 13-34</li> <li>● Review Common Core Standards for your placement grade level</li> <li>● YA novel</li> </ul>	<ul style="list-style-type: none"> <li>● Draft of Reading Mini-Lesson (to Enact in Practicum on TUESDAY)</li> <li>● Reading Questions</li> </ul>
Week 4: 9/28	Developing Students’ Speaking and Listening skills; Developing Unit Rationales; Defining LTs	<ul style="list-style-type: none"> <li>● Wilhelm, ch. 5</li> <li>● Huss</li> <li>● Ruff</li> <li>● YA novel</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Mini-Lesson Revision, Video Clip, and Reflection</li> <li>● Reading Questions</li> </ul>
Week 5: 10/5	Teaching Grammar; Student Language Diversity	<ul style="list-style-type: none"> <li>● Weaver</li> <li>● Christenbury</li> <li>● Finish reading YA novel</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Questions</li> <li>● Unit Plan Overview &amp; Rationale Draft in class</li> </ul>
Week 6: 10/12	Designing Writing Prompts; Giving Feedback on Student Writing	<ul style="list-style-type: none"> <li>● Wiggins &amp; McTighe, p. 161-190</li> <li>● Popham</li> <li>● Kajder, “Unleashing Potential with Emerging Technologies”</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Plan Overview and Rationale</li> <li>● Writing Prompt Draft in class</li> <li>● Reading Questions</li> </ul>
Week 7: 10/19	Teaching Writing; Grading Writing; Mid-Course Evaluations	Two articles of your choice from <i>EJ</i> : “Does Homework Help?” <ul style="list-style-type: none"> <li>● VanDeWeghe</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Prompt</li> <li>● Writing Mini-Lesson Draft in class for practice!</li> </ul>
Week 8: 10/26	Gateway Activities, Engaging Students, Designing Mini-Lessons Around Texts	<ul style="list-style-type: none"> <li>● Hillocks, ch. 8</li> <li>● Tatum</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Mini-Lesson</li> <li>● Gateway lesson draft in class for practice!</li> </ul>
Week 9: 11/2	Sequencing and Developing Calendars; Planning for Long-Term Instruction; Video Clubs	<ul style="list-style-type: none"> <li>● Wiggins &amp; McTighe, chapters 10 &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>● Gateway lesson</li> <li>● Unit calendar draft in class</li> <li>● Bring Discussion Lesson Video Clip to Class/Upload on GoogleDocs</li> </ul>

Week 10: 11/9	Homework; ELA students with disabilities; differentiation; grading student writing	<ul style="list-style-type: none"> <li>● Sallee &amp; Rigler on Homework</li> <li>● Dunn on ELA Students with Disabilities and Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Calendar</li> <li>● Discussion Lesson Video Clips and Reflections Due</li> </ul>
11/16 – No Class	<i>During these two weeks, you should plan a meeting with Liz if you need help with your unit plan, make significant progress on your unit lesson plans, and make any necessary changes or refinements to your online space.</i>		
11/23 – No Class	<i>Come back from the break with as thorough a draft of your unit plan as possible for peer workshop.</i>		
Week 11: 11/30	Conferencing; Peer review; Workshopping Unit materials	<ul style="list-style-type: none"> <li>● VanDeWeghe</li> <li>● Romano, ch. 7</li> </ul>	<ul style="list-style-type: none"> <li>● Draft of unit plan for peer workshop</li> <li>● Unit Lesson Plans</li> </ul>
Week 12: 12/7	Unit Plan Presentations in Small Groups; Last Class Celebration; Unit Plan Final Questions	None	<ul style="list-style-type: none"> <li>● Come to class with 7-8copies of: (1) abbreviated unit rationale/learning targets, (2) unit calendar, (3) one lesson plan -- your favorite! (4) one other resource from your lesson (assignment sheet? another lesson plan? a graphic organizer? your choice).</li> </ul>
Finals Week			<b>Unit Plans Due on MONDAY (during the day) 17th... Tuesday means it's late...</b>