



	Teacher: Brian Hennig	Grade/Subject: 11 AP English III			Week of: March 27– March 31, 2017
	Lesson/ Unit of Study: Research Paper				
	Weekly Objectives: <ul style="list-style-type: none"> • Research Paper • Library research • Outline • Thesis 				
	Monday 3/27 B Day	Tuesday 3/28 A Day	Wednesday 3/29 B Day	Thursday 3/30 A Day	Friday 3/31 B Day
Due	Library Research	Outline with Thesis	Outline with Thesis	Full-Sentence Outline with Thesis	Full-Sentence Outline with Thesis
Lesson Objective (LO)	SWBAT use library resources to find sources of information for their junior research paper	SWBAT construct an outline with thesis for their selected research topic.	SWBAT construct an outline with thesis for their selected research topic.	SWBAT construct an expanded full-sentence outline with thesis for their selected research topic.	SWBAT construct an expanded full-sentence outline with thesis for their selected research topic.
Demonstration of Learning (DOL)	Given research paper guidelines, students will use library resources to pool together 50 out of 50 sources for their junior term papers with 100% accuracy.	Given research paper outline guidelines, students will construct an outline for their research paper with a thesis statement 1 out of 1 time for 100% accuracy.	Given research paper outline guidelines, students will construct an outline for their research paper with a thesis statement 1 out of 1 time for 100% accuracy.	Given research paper outline guidelines, students will construct an expanded full-sentence outline for their research paper with a thesis statement 1 out of 1 time for 100% accuracy.	Given research paper outline guidelines, students will construct an expanded full-sentence outline for their research paper with a thesis statement 1 out of 1 time for 100% accuracy.
SmartStart	N/A	What have you learned about the research process to this point? How can this be applied in courses other than AP English III?	What have you learned about the research process to this point? How can this be applied in courses other than AP English III?	Why do you feel it is essential to follow a process to complete a task (ex: the research paper process)?	Why do you feel it is essential to follow a process to complete a task (ex: the research paper process)?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Taught Curriculum</p>	<p>Students will meet in the library and use various library resources to put together their sources of information for their term papers.</p>	<p>Activity 1: Students will answer all questions found in the Outline and Thesis Document on the same page as their SmartStart and put the paper in your class period drawer.</p> <p>Activity 2: After students have viewed the Outline and Thesis Document and responded to the questions, they are to begin writing their rough outlines. Making sure to pay attention to all of the notes included in the Outline and Thesis Document.</p> <p>Activity 3: After completing their outlines, students will have one classmate check their outline and sign it.</p>	<p>Activity 1: Students will answer all questions found in the Outline and Thesis Document on the same page as their SmartStart and put the paper in your class period drawer.</p> <p>Activity 2: After students have viewed the Outline and Thesis Document and responded to the questions, they are to begin writing their rough outlines. Making sure to pay attention to all of the notes included in the Outline and Thesis Document.</p> <p>Activity 3: After completing their outlines, students will have one classmate check their outline and sign it.</p>	<p>Activity 1: Students will review the Outline and Thesis Document.</p> <p>Activity 2: students are to begin writing their full-sentence outlines. Making sure to pay attention to all of the notes included in the Outline and Thesis Document.</p> <p>Activity 3: After completing their full-sentence outlines, students will have one classmate check their outline and sign it.</p>	<p>Activity 1: Students will review the Outline and Thesis Document.</p> <p>Activity 2: students are to begin writing their full-sentence outlines. Making sure to pay attention to all of the notes included in the Outline and Thesis Document.</p> <p>Activity 3: After completing their full-sentence outlines, students will have one classmate check their outline and sign it.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multiple Response Strategies</p>		<p>Table talk, peer editing</p>	<p>Table talk, peer editing</p>	<p>Table talk, peer editing</p>	<p>Table talk, peer editing</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Resources</p>	<p>Research paper assignment sheet, research paper proposal questions</p>	<p>Remind, Teacher webpage</p>	<p>Remind, Teacher webpage</p>	<p>Remind, Teacher webpage</p>	<p>Remind, Teacher webpage</p>