

Pro-Vision Academy Charter School
English I- IV Distance Learning Plan

High School English Language Arts
Distance Learning Plan

Week of March 23 - 27

English 1
(Suggested: 90 minutes of off-line activities)

Students can read based on student choice. **Students are encouraged to read a book, or article (magazine, newspaper, ect.)** they may have access to. If students do not have access to print text, then students may watch the news or movie.

Monday

Reading: Read independently for 15 minutes (Students can read a book, magazine, newspaper article, etc.)

Write a journal reflection about how you identify with your reading selection.

Prompt: Write an essay explaining the benefits working as a community.

Writing: Brainstorm to be able to write an expository essay. Develop a thesis statement. Show 2 revisions of your thesis statement.

(Students can revise for sentence structure, word choice, audience).

Tuesday

Read independently for 15 minutes. Write a reflection about one idea from the reading that you did not agree with or have a question about

Prompt: Write an essay explaining the benefits working as a community.

Writing: Develop a thesis statement. Show 2 revisions of your thesis statement.

(Students can revise for sentence structure, word choice, audience, and purpose).

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English I- IV Distance Learning Plan

Wednesday

Reading: Read independently for 20 minutes. Write a reflection where you discuss the author's purpose for the text.

Prompt: Write an essay explaining the benefits working as a community.

Writing: Begin writing 2 example paragraphs to support your thesis statement.

Thursday

Reading: Read independently for 15 minutes. Write a reflection about the ideas presented in your chosen text.

Prompt: Write an essay explaining the benefits of working as a community.

Writing: Revise one of your example paragraphs. Students can revise for structure, word choice, audience, purpose).

Friday

Read independently for 15 minutes. No reflection!

Prompt: Write an essay explaining the benefits working as a community.

Writing: Revise your second paragraph. Students can revise for structure, word choice, audience, and purpose. Write a concluding sentence for your essay.

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English I- IV Distance Learning Plan

English 2

(Suggested: 90 minutes of off-line activities)

Students can read based on student choice. **Students are encouraged to read a book, or article (magazine, newspaper, ect.)** they may have access to. If students do not have access to print text, then students may watch the news or movie.

Monday

Reading: Read independently for 20minutes (Students can read a book, magazine, newspaper article, ect.)

Write a journal reflection about how you connect to the reading.

Prompt: What has a greater impact, working as an individual or working as a team? Choose a stance and write a persuasive essay to support your arguments.

Writing: Brainstorm (Using HELP) to be able to write a persuasive essay.

Tuesday

Read independently for 15minutes. Write a reflection about one idea from the reading that you did not agree with or have a question about

Prompt: What has a greater impact, working as an individual or working as a team? Choose a stance and write a persuasive essay to support your arguments.

Writing: Develop a thesis statement. Show 2 revisions of your thesis statement. (Students can revise for sentence structure, word choice, audience, and purpose).

Wednesday

Reading: Read independently for 20 minutes. Write a reflection where you discuss the author's purpose for the text.

Prompt: What has a greater impact, working as an individual or working as a team? Choose a stance and write a persuasive essay to support your arguments.

Writing: Begin writing 2 example paragraphs to support your thesis statement.

Thursday

Reading: Read independently for 15 minutes. Write a reflection about the ideas presented in your chosen text.

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Prompt: What has a greater impact, working as an individual or working as a team? Choose a stance and write a persuasive essay to support your arguments.

Writing :Revise one of your example paragraphs. Students can revise for structure, word choice, audience, purpose).

Friday

Read independently for 15 minutes. No reflection!

Prompt: What has a greater impact, working as an individual or working as a team? Choose a stance and write a persuasive essay to support your arguments.

Writing: Revise your second paragraph. Students can revise for structure, word choice, audience, and purpose.

Write a conclusion that includes a counterargument.

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English I- IV Distance Learning Plan

English 3 (Suggested: 90 minutes of off-line activities)

Students can read based on student choice. **Students are encouraged to read a book, or article (magazine, newspaper, ect.)** they may have access to. If students do not have access to print text, then students may watch the news or movie.

Monday

Reading: Read independently for 15 minutes (Students can read a book, magazine, newspaper article, ect.)

Write a journal reflection about how you connect to the reading.

Prompt: Write an essay to a college admissions counselor or a potential supervisor at a career you are interested in about the impact you have had on your community. Give at least 2 examples.

Writing: Brainstorm before writing an expository essay.

Tuesday

Read independently for 15minutes. Write a reflection about one idea from the reading that you did not agree with or have a question about

Prompt: Write an essay to a college admissions counselor or a potential supervisor at a career you are interested in about the impact you have had on your community. Give at least 2 examples.

Writing: Develop a thesis statement. Show 2 revisions of your thesis statement. (Students can revise for sentence structure, word choice, audience, and purpose).

Wednesday

Reading: Read independently for 20 minutes. Write a reflection where you discuss the author's purpose for the text.

Prompt: Write an essay to a college admissions counselor or a potential supervisor at a career you are interested in about the impact you have had on your community. Give at least 2 examples.

Writing: Begin writing 2 example paragraphs to support your thesis statement.

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Thursday

Reading: Read independently for 15 minutes. Write a reflection about the ideas presented in your chosen text.

Prompt: Write an essay to a college admissions counselor or a potential supervisor at a career you are interested in about the impact you have had on your community. Give at least 2 examples.

Writing :Revise one of your example paragraphs. Students can revise for structure, word choice, audience, purpose).

Friday

Reading: Read independently for 15 minutes. No reflection!

Prompt: Write an essay to a college admissions counselor or a potential supervisor at a career you are interested in about the impact you have had on your community. Give at least 2 examples.

Writing: Revise your second paragraph. Students can revise for structure, word choice, audience, and purpose. Write a conclusion that lets the reader know why you should be accepted to the college or why you should be hired for this position.

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English I- IV Distance Learning Plan

English 4

(Suggested: 90 minutes of off-line activities)

Students can read based on student choice. **Students are encouraged to read a book, or article (magazine, newspaper, ect.)** they may have access to. If students do not have access to print text, then students may watch the news or movie.

Monday

Reading: Read independently for 15 minutes (Students can read a book, magazine, newspaper article, ect.)

Write a journal reflection about how you connect to the reading.

Prompt: Write to a government official about a program or a plan that would impact an entire community. State what the problem is, and how you propose to solve the problem. Give 2 separate examples.

Writing: Brainstorm (Using HELP) to be able to write an essay. Students can revise for sentence structure, word choice, audience).

Tuesday

Read independently for 20 minutes. Write a reflection about one idea from the reading that you did not agree with or have a question about

Writing: Develop a thesis statement. Show 2 revisions of your thesis statement. (Students can revise for sentence structure, word choice, audience, and purpose).

Wednesday

Reading: Read independently for 20 minutes. Write a reflection where you discuss the author's purpose for the text.

Writing: Begin writing 2 example paragraphs to support your thesis statement.

Thursday

Reading: Read independently for 15 minutes. Write a reflection about the ideas presented in your chosen text.

Writing :Revise one of your example paragraphs. Students can revise for structure, word choice, audience, purpose).

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Friday

Read independently for 15 minutes. No reflection!

Writing: Revise your second paragraph. Students can revise for structure, word choice, audience, and purpose. Write a conclusion that includes a call to action.