**Jeremy Fielder Lesson Plans 12/15-12/19**

**English 9 English 12**

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| **12/15/2014 Learning Objectives**1. Explain proper MLA formatting for research papers2. Construct a correctly-formatted MLA works cited page3. Complete a practice quiz on terms for Research unit of study4. Utilize google documents to share a correctly formatted works cited page for an essay written in MLA format**Core Standards Addressed:**W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctionsW.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**Opener:** Travel to computer lab; students will begin typing research papers as soon as possible.**Lesson sequence:**1. Students should access tutorial videos that are available online in order to help them with the typing process.2. Students should also pay attention to creating cohesion with their research papers.**Closure:** In the last 8 minutes, students should “share” their document with a designate peer tutor via google docs. | **12/15/2014 Learning Objectives**1. Write via Google Documents, chapter five of an autobiography (personal narrative)**Core Standards Addressed**W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Opener: Reminders –** A. Past TenseB. Be descriptive…be detail-orientedC. Keep Tone as consistent as possible…if your content is upbeat, choose words to reflect that; if content is not upbeat, then choose words to reflect that as well.**Lesson sequence:**1. Be as clear as possible for your readers…put them there at the scene of everything!2. Travel to computer lab to focus on chapter five an autobiography/personal narrative.**Closure:** Students should share chapter six as soon as it is finished; it is due by the end of the week! |
| **12/16/2014 Learning Objectives**1. Review rules and format for MLA research papers2. Explain the parts of an MLA works cited and citation3. Review key vocabulary words from the unit of study4. Review the concept of “cohesion” and model the process with a sample research paper.**Core Standards Addressed:**W.9-10.2a-e: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (All W.9-10.2a-e standards addressed)W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**Opener:** Students will fix sentences with tense errors**Lesson sequence:**1. Review opener2. Re-opener: Punctuation for quotes/in-text citation practice.3. Review Sample MLA paper, including heading, thesis placement, and works cited page.4. Paragraph-checking: Students will be prompted to check paragraphs for use of quotations, topic sentences, and in-text citations.5. share with a peer tutor when finished!!**Closure:** Quiz on terms/concepts studied up to this point in the unit. Terms can be addressed the following days to help students prepare for Thursday’s test. | **12/16/2014 Learning Objectives**1. Students will review for a summative assessment on the book “1984”2. Students will define the term “satire” and will explain the elements that make 1984 a “satire.”**Core Standards Addressed:****1.** Students will write an original satire on the subject of their choice. Satires must be school appropriate.2. Students will differentiate between satire, irony and sarcasm.**Core Standards Addressed:****RL.11-12.6:** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**W.11-12.4**: 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.**L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**Opener:** Mini-lesson: Vladimir Lenin, The Russian Revolution, and the formation of Communism in the Soviet Union.**Lesson sequence:**1. Video: Writing a Satire [**http://www.youtube.com/watch?v=PuvjDK3mpA0**](http://www.youtube.com/watch?v=PuvjDK3mpA0)2. Students will take notes on how to write a satire while they are watching the video.3. Students will evaluate a comic strip for”A. how it applies to “1984” B. How it meets the requirements of a Satire4. Explain to students that they will be writing a satire once they finish the test, and that they will be continuing their satirical work on Friday in class as well.5. Individual work on reviewing for final test.**Closure:** Call students’ attention to extended response; this should be completed after the test the following day. |
| **12/17/2014 Learning Objectives** 1. Construct an MLA-formatted, history-based research paper and works cited page2. Utilize Google documents for online typing/sharing **Core Standards Addressed:**W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.**Opener: Review quiz on MLA formatting, as well as terms from the unit of study. Test is tomorrow.** **Lesson sequence**:1. Students will type their papers, with reminders to cite their sources in the correct format and to follow the correct MLA formatting.2. Reminder: Students will have multiple videos available for their review in regards to the research paper:Overview (begin at 30 seconds): <http://www.youtube.com/watch?v=24Y31UrG2q4> Works cited page: <http://www.youtube.com/watch?v=EaFcJ3f4fJk>In-text citations: <http://www.youtube.com/watch?v=-UtHIBuem40>Punctuating in-text citations: <http://www.youtube.com/watch?v=HOSkeaGBLFs>MLA outline: <http://www.youtube.com/watch?v=cOCHJaUUyZA>How to write an introduction and a thesis: <http://www.youtube.com/watch?v=G50ggZFE1HY>How to utilize transitional statements to create cohesion in an essay(transitions and transitional devices): <http://owl.english.purdue.edu/owl/resource/574/01/>**Closure:** deadline/test reminder for students. | **12/17/2014 Learning Objectives**1. Students will compose an essay examining how a particular passage in section three of “1984” supports Orwell’s anti-totalitarian message.2. Students will complete a study guide to prepare for a summative assessment on 1984.1. Students will complete a summative test on 1984, with 80% accuracy or better.**Core Standards addressed:** W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**Opener:** Students will be prompted to grab their clickers, and to be ready for the test to begin. They can start working as soon as they are ready.**Lesson sequence:**1. Complete a summative test on 1984.2. Students will complete their extended response items once they are finished.3. Review the elements of a satire. View satirical works from popular culture. 4. Begin planning a satire. Students will select a subject, and identify the satirical elements that will be a part of their satires.**Closure:** Submit the subjects and methods of your satire. |
| **12/18/2014 Learning Objectives**1. Complete a test on the research unit of study with 80% accuracy or better.2. finish MLA formatted research papers 3. complete properly-formatted works cited page, following MLA guidelines for citations**Core Standards Addressed:**W.9-10.2a-e: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (All W.9-10.2a-e standards addressed)W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Opener:** Students will be prompted to submit their study guides, and grab their clickers along with a unit test. They may begin the unit test as soon as the bell rings, as they will work on their research papers once they are finished with the test.**Lesson sequence:**1. Check with Mr. Fielder to make sure all answers were received via CPS data collection system. 2. Travel to computer lab to finish MLA research papers; students will be prompted to have peer tutors scan their research papers before they print to submit them to Mr. Fielder.3. Students will also be prompted to double-check their works cited pages and their MLA formatting for their entire document.**Closure:** Reminder for research paper; prompt students to check HAC over break for test grades and research paper grades.**Homework:** Finish research papers | **12/18/2014 Learning Objectives****1.** Students will write an original satire on the subject of their choice. Satires must be school appropriate.2. Students will differentiate between satire, irony and sarcasm.**Core Standards Addressed:****RL.11-12.6:** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**W.11-12.4**: 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.**L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**Opener:** Review elements of a satire.**Lesson sequence:**1. Students will select an original subject and will write a two-page satire. Students may not write about other students/school-related personnel.2. Students will work on writing their own individual satires.**Closure:** What are the differences between satire, irony and sarcasm? |
| **12/19/2014 Learning Objectives** 1. Utilize an internet databases to effectively research a properly-formatted MLA research paper2. Correctly format a works cited page utilizing MLA format (based on online video on MLA formatting)**Core Standards Addressed:**W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctionsW.9-10.2b:.Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W.9-10.2c.Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**Lesson sequence:**1. Travel to computer lab: Students will QUICKLY access google drive to type their papers2. Students will type their papers, with reminders to cite their sources in the correct format and to follow the correct MLA formatting.3. Students will have multiple videos available for their review in regards to the research paper:**Overview** (begin at 30 seconds): <http://www.youtube.com/watch?v=24Y31UrG2q4> **Works cited page:** <http://www.youtube.com/watch?v=EaFcJ3f4fJk> **In-text citations:** <http://www.youtube.com/watch?v=-UtHIBuem40> **Punctuating in-text citations**: <http://www.youtube.com/watch?v=HOSkeaGBLFs> **MLA outline**: <http://www.youtube.com/watch?v=cOCHJaUUyZA> **How to write an introduction and a thesis:** <http://www.youtube.com/watch?v=G50ggZFE1HY> **How to utilize transitional statements to create cohesion in an essay**(transitions and transitional devices): <http://owl.english.purdue.edu/owl/resource/574/01/> **Closure:** Research papers are due by the end of the hour!**Homework:** Papers are due by the end of the hour.  | **12/19/2014 Learning Objectives** **1.** Students will write an original satire on the subject of their choice. Satires must be school appropriate.2. Students will differentiate between satire, irony and sarcasm.**Core Standards Addressed:****RL.11-12.6:** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**W.11-12.4**: 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.**L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**Opener:** Review elements of a satire.**Lesson sequence:**1. Students will select an original subject and will write a two-page satire. Students may not write about other students/school-related personnel.2. Students will work on writing their own individual satires.**Closure:** Submit and share satires. |