**Jeremy Fielder Lesson Plans 3/2-3/6**

**English 9 English 12**

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| **3/2/2015 Objectives**  1. Students will complete a sample Explore test section with 80% accuracy or better  2. Students will correctly place commas in original sentences with 90% accuracy or better  3. Students will correctly choose between a colon and semi-colon with 80% accuracy or better  4. Students will correctly use apostrophes with 80% accuracy or better.  **Core Standards Addressed:**  L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.  b.Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation.  **Opener:**  Comma rules/semi-colon and colon examples  **Lesson sequence**  1. Review correct answers for opener  2. Sample ACT questions: “Text Organization”  3. Review text organization answers.  4. Sample EXPLORE English test questions.  **Closure:** Grade explore questions, comparing results to those from last year’s test. State whether they grew from last year’s test or not. | **3/2/2015 Objectives**  **Objectives:**  1. Define the terms: morals, values, and ethics; differentiate between the three.  2. Students will identify their top five personal values, and explain how values define their decisions when answering ethical questions  3. Analyze a “Code of Ethics” written by Rachel Scott  4. Organize ideas for a personal values/code of ethics paper  **Core Standards Addressed:**  L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text  W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;  **Opener:** Define, in your own words, the following terms: values, morals, and ethics.  **Lesson sequence:**  1. Reading: Students will read through an article on identifying their values, and will identify their top five personal values. Mr. Fielder will model the process and identify his values based on memories/recollections, as prompted by the article.  2.Definition of terms (relate to opener)THE TERMS SHOULD BE CONNECTED TO THE NOVEL TUESDAY’S WITH MORRIE, WHICH THEY WILL BEGIN READING ON THURSDAY.  A. Morals: 1.A lesson, esp. one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience.  2.A person's standards of behavior or beliefs concerning what is and is not acceptable for them to do  B. Ethics: 1.Moral principles that govern a person's or group's behavior.  2.The moral correctness of specified conduct  4. Quick reading: Source for difference between values and ethics: <http://www.au.af.mil/au/awc/awcgate/ndu/strat-ldr-dm/pt4ch15.html>  5. Writing assignment: My values, my codes of ethics  A. Students will identify their key values that help build their code of ethics (ethical behavior)  b. Students will be prompted to list the reasons WHY they chose their specific values/morals  C. Emphasize that this is PERSONAL so structure will largely be determined by their chosen values/ethics  6. Model pre-writing using cluster technique (choose a value/moral to focus on)  **Closure:**  1. What are the differences between morals, values and ethics?  2. What are three of your five personal values?  3. How do people make “ethical” decisions?  **Homework:** Students will be reminded of the deadline for completed “Code of Ethics” papers, and they will be reminded of the content that should be included.  Code of Ethics papers are due at the beginning of the hour Thursday, when students return to class (either print or digitally) |
| **3/3/2015 Objectives - 5th and 6th hours ONLY (Explore test in AM)**  **SAMPLE SAT ESSAY:** [**https://collegereadiness.collegeboard.org/sample-questions/essay**](https://collegereadiness.collegeboard.org/sample-questions/essay)  1. Compare and contrast multiple versions of the same scene from Act III, analyzing the choices of the director.  2. Rank, from best to worst, multiple interpretations of the same scene in Romeo and Juliet  3. Reflect on Explore test experiences  **Core Standards Addressed:**  RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).  W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.9-10.9a.Apply grades 9–10 Reading standards to literature  **Opener:** Explore test reflection  Students will spend ten minutes writing a one-page reflection on their explore test experiences. They should analyze their strengths/barriers overall, and should analyze their perceived performance on each subtest, including the writing portion.  **Lesson sequence:**  1. Banishment ceremony  2. Objectives for the day  3. Re-read Mercutio’s death from Act III, scene 1 of Romeo and Juliet.  4. Watch four different interpretations of Mercutio’s death, ranging from the 1930’s to 1996.  **Closure**: Rank, from best to worst, the interpretations of Mercutio’s death. justify the choices based on dramatic interpretation, choices by the director, and personal preferences. | **3/3/2015 Objectives**  No seniors – ACT testing |
| **3/4/2015 Objectives – 5th and 6th hours ONLY (Explore test in AM)**  1. Compare and contrast multiple versions of the same scene from Act III, analyzing the choices of the director.  2. Students will dramatically interpret Act III, scenes 2 and 3 from Shakespeare’s Romeo and Juliet  3. Students will answer comprehension questions based on the content of Act III, scenes 2 and 3  4. Students will identify and classify examples of figurative language in Act III, scenes 2 and 3 of Romeo and Juliet.  **Core Standards Addressed:**  SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Opener: 1st/2nd hours:** Watch four different interpretations of Mercutio’s death, ranging from the 1930’s to 1996. Analyze which is most true to Shakespeare’s text and why.  **(5th/6th hours) -**  Students will classify five examples of figurative language as a quick opener for the day’s class.  **Lesson sequence:**  1. 1st and 2nd hours: writing – which is the most accurate interpretation of Mercutio’s death, and why?  5th/6th hours: Review figurative language opener.  2. Cast for the day’s roles  3. Students will dramatically interpret act III, scenes 2 and 3 (as time allows), calling special attention to Juliet’s soliloquy and the figurative language utilized during the speech.  AS TIME ALLOWS:  4. For act III, focus on figurative language present just before Friar Laurence’s monologue, and during his monologue.  5. Students will focus on Friar Laurence’s “Life advice” from Act III, scene 3.  **Closure:** Content questions from the Acts from today’s lesson.  **Homework:** Update content questions for Act III. | **3/4/2015 Objectives – No seniors, ACT testing, yet they should still be working toward and following objectives out of class:**  1. Students will compose a personal “Code of Ethics” based on their morals and values  2. Students will explain their “Code of Ethics” using concrete/real-world examples.  Core Standards Addressed:  W.11-12.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  W.11-12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  W.11-12.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  W.11-12.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  W.11-12.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  **Opener:** Students will be reminded of the deadline for completed “Code of Ethics” papers, and they will be reminded of the content that should be included.  **Lesson sequence:**  1. Students will utilize whatever computers are available to type their “Code of Ethics” statements to the best of their ability.  **Closure**: Submit by the end of the hour, or save to Google Documents and submit by the end of the day Sunday. |
| **3/5/2015 Objectives**  1. Students will dramatically interpret Act III, scenes 3 and 4 from Shakespeare’s Romeo and Juliet  2. Students will answer comprehension questions based on the content of Act III, scenes 3 and 4.  3. Students will identify and classify examples of figurative language in Act III, scenes 3 and 4 of Romeo and Juliet.  **Core Standards Addressed:**  SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  **Opener:** Parallel structure opener, to be completed in notes journals.  **Lesson sequence:**  1. Review answers to opener  2. Dramatically interpret Act III, scenes 3 and 4, focusing on figurative language evident in each act.  3. Figurative language definitions will be projected; students will copy those that are needed for Acts I through III. Students will be prompted that they will have a large test over all figurative language terms up to this point; they will also take a quiz over Act III on Thursday.  **Closure:** Figurative language check (ACT III, scenes 1-4 examples)  **Homework:** None. | **3/5/2015 Objectives**  1. Students will identify two “life lessons” they have learned, and the situation in which they learned the lessons.  2. Students will describe a relationship with a teacher from which they learned a “life lesson” in order to make a personal connection with the content in the book Tuesday’s with Morrie.  3. Review the definitions for the terms morals, values, and ethics.  4. complete a pre-test over “Tuesday’s with Morrie”  **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.  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Opener:** 1. Define the terms values, morals, and ethics. 2. What is one “life lesson” you have learned? How did you learn it? 3. Who would you describe has had the most influence on your life as a “teacher?” (A non-parent/family member that you have learned from.)  **Lesson sequence:**  MUST FIRST COMPLETE TUESDAY’S WITH MORRIE PRE-TEST  1. Discuss opener responses; relate questions number two and three to the novel Tuesday’s with Morrie.  2. Pre-reading activities for Tuesday's with Morrie  A. Students will write about two “life lessons” they have learned. Then, students will write about the specific situations in which they learned the life lessons. (Mr. Fielder will model the process for students, using personal examples).  B. Once finished, students will write about a teacher they have learned from. They will write about specific instances in which a teacher inspired a change in them. (two specific instances) three paragraphs total (one to describe relationship, two to expound upon life lessons learned from the individual)  **Closure:** What specifically would you SAY to the person you wrote about? |
| **3/6/2015 Objectives**  1. Students will Dramatically interpret Act III, scene 5.  2. Students will review content questions from Act III  **Core Standards Addressed:**  SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  **Opener:** Write about the last time you were disciplined/had an argument with a parent. What was the situation? What was the end result? Lesson sequence:  **Lesson sequence:**  1. Dramatically interpret Act III, scene 5, pointing out specific figurative language examples present.  2. Review expectations for the following day:  Working toward completion of Act III questions.  Studying figurative language definitions and examples for Monday’s assessment of Romeo and Juliet  **Closure:** Reminder for Monday’s figurative language clicker quiz on ACTs II and III.  **Homework:** Study Act II and Act III figurative language examples in packet for clicker quiz on Thursday at the beginning of the hour. | **3/6/2015 Objectives**  1. Students will analyze Mitch Albom’s writing style after reading a sample column.  2. Students will read and analyze pages 1-17 of the book Tuesday’s With Morrie  3. Students will compare and contrast Morrie’s values, as opposed to Mitch’s values, theorizing which lives the moral life at this point of the book (through page 17)  **Core Standards Addressed:**  RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  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.11-12.3: 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).  **Opener:** Students will pick up a column by Mitch Albom titled “The College That Rejects You May Be Doing You a Favor.” Once finished, students will answer the following questions: 1. What values does Mitch Albom possess, based on his column? Identify three values and use examples from the text to support them. Students will also describe Mitch Albom’s writing style.  **Lesson sequence:**  1. Discuss answers to opener questions, paying special attention to the values that are being shared by Albom through his article.  2. Students will discuss Albom’s style of writing; the teacher will connect his style to that of the style utilized in Tuesday’s With Morrie.  3. Students will read pages 1-17, answering questions on the reading as they progress.  **Closure quiz:** Students will construct a Venn diagram for Morrie and Mitch. In the middle, students will list three values they both share. On each side, students will list four values that each individual person shares. A list will be projected for students to choose from. |