**Jeremy Fielder Lesson Plans 9/2-9/6**

**English 9 English 12**

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| 9/1 No school | 9/1 No school |
| **9/2 – Learning objectives**1. Explain the correlation between income level and education level and why it “pays” to be a good student?2. Explain the procedures for Mr. Fielder’s classroom.3. Draft academic and personal goals for the first nine weeks of school (keeping in mind employability skills addressed)**Core standards addressed****W.9-10.10:** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences **RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**Opener:** 1. List five qualities of: A good student; A good person. 2. Are good students always good people (and vice-versa)? Explain.**Lesson sequence:****“Life Lessons”****Towel fight:** [**http://www.youtube.com/watch?v=mPLmeg-2H48&playnext=1&list=PL7DCBCE71B23B12CF**](http://www.youtube.com/watch?v=mPLmeg-2H48&playnext=1&list=PL7DCBCE71B23B12CF)**Stupid stuff:**[**http://www.youtube.com/watch?v=xyLubGD40Gc**](http://www.youtube.com/watch?v=xyLubGD40Gc)1. Project income level/education level. <http://www.bls.gov/emp/ep_chart_001.htm>2. Why/how does it “pay” to be a good student?3. What skills are employers looking for? <http://www.aacu.org/leap/students/employerstopten.cfm>4. Draft academic and personal goals on a ½ sheet of paper (for the first nine weeks) – make the goals “SMART”: Specific, measureable, attainable, relevant, and time-limited.5. Explain classroom procedures for Mr. Fielder’s room (parent signature sheet to be returned by Friday).6. Website/Google documents. Students must submit SMART goals using google documents by the end of the week.**Closure**: 1. What is the correlation between income level and education level? 2. Questions on procedures. 3. Multiple choice for employability skills (3-4 from list)**Homework:** Parent signature slip signed by Friday;  |  **9/2 Learning objectives**1. Perform a close reading and annotate an expository article relevant to English 12 curriculum.2. Describe the procedures for Mr. Fielder’s classroom.3. Analyze skills necessary to be successful in college and the workplace.**Core Standards addressed:**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 (e.g., how Madison defines faction in Federalist No. 10). 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. **Opener** 1. What is my role as a senior at CHS? 2. How do I want teachers/people at CHS to remember me? 3. What are five goals I want to accomplish by the time I graduate? 4. What is water? **Lesson sequence:**1. Reading by David Foster Wallace: “This is Water” reading and annotations.2. Address openers; briefly discuss role of seniors and balancing leadership with having fun their senior years.3. Course overview: Share syllabus, emphasize cell phone/ipod rules, and schedule of units to be addressed.4. Weebly site and Google documents tutorials; make sure students know how to log onto google docs.5. Use annotations to discuss content of the Article that students read. Explain its relevance to English 12 curriculum.**Closure Writing:** What is “water?” (cite examples from the day’s article). **Homework:** Signed parent signature slip (Friday).  |
| **9/3 – Learning objectives**1. Practice an ACT English test section2. Analyze the skills necessary to be successful on the ACT English test3. Explain the correlation between ACT scores and scholarships for college**Core standards addressed:** **RL. 9-10.1:** Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RL.9-10.5:** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Opener:** Students will pick up an ACT test booklet when they walk into the room. They will be instructed that they will have 15 minutes to finish the section, answering the questions on a ½ sheet of paper.**Lesson sequence**1. Students will work silently on ACT tests.2. When finished, students will have a two-minute break. They may hand in their parent signature sheets at this time.3. The correct answer, and target skill, will be written on the board for each question.4. Scholarship information: Students will be shown scholarship awards based on ACT scores (for public and private institutions). The cost per each institution will be calculated, as will the savings for each.Adrian College: <http://adrian.edu/admissions/financial-aid/tuition-scholarships/>Eastern Michigan tuition: <https://www.emich.edu/sbs/tuitionfeesoutline.php>Financial aid: <http://www.emich.edu/finaid/scholarships/incoming.php> Michigan State: <http://admissions.msu.edu/finances/tuition.asp>scholarships: <http://admissions.msu.edu/finances/scholarships_merit.asp> **Closure:** Students will write a paragraph reflecting on their ACT experience. They will be explicitly told that their closure sheet will be graded on completeness (5-7 QUALITY SENTENCES for a complete paragraph).**Homework:** Study for quiz on Mr. Fielder’s class procedures (Friday); hand in parent signature sheet by Friday. | **9/3 Learning Objectives**1. Use internet search engines and news databases to research relevant expository articles.2. Cite expository, web-based articles, video clips and news stories in correct APA format3. Access the Purdue OWL for correct APA formatting of multiple media forms4. Write relevant research notes based on expository articles**Core Standards Addressed****RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.**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.**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.**Opener:** View media clips from unrest in Ferguson, Mo. When clips are finished, students will write 7 questions about what they saw.**Lesson sequence:**1. Discuss 7 questions about the Ferguson, Mo. unrest and Michael Brown shooting.2. Use surfaces to access Mr. Fielder’s website. Students will be directed to the assignment sheet regarding the research paper on Michael Brown and the social unrest in Ferguson, Mo.3. Students will be prompted to access the Purdue OWL (link also available via Mr. Fielder’s website) to correctly document sources of information.4. Create notecards based on annotations from expository.5. Students will use surfaces and wireless connection to research the political unrest in the Ferguson Mo. and the Michael Brown shooting.**Closure:** What have you learned about the unrest in Ferguson, Mo.? Answer your seven questions based on what you found. What point might you want to make about the shooting and consequent rioting?**Homework:** 4 source cards, 10 information cards due by the end of the hour Friday.  |
| **9/4 Learning objectives**1. Students will compose an argumentative, ACT-style essay in class.2. Students will reflect on their ACT-essay writing experience, and make a list of skills they will need to improve on if they wish to become better writers. 3. Students will set yearly goals for themselves as writers.**Core Standards Addressed:****W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Opener:** Students will be instructed to sit quietly and to pick up a few sheets of ACT writing-paper on their way into the room.**Lesson sequence:**1. Project ACT-style writing prompt. Cyber-bullying is worse than traditional bullying.Give minimal directions so that the student writing will be a baseline work for their ninth-grade year.2. Students will have 30 minutes to answer the prompt to the best of their ability. 3. Three-minute stretch/discussion: What was difficult about the writing? What was easy about the writing?4. Class discussion; at this time the teacher will project the ACT writing rubric and explain the scoring system, emphasizing the skills that students must convey to attain a score of six.**Closure:** Students will write a paragraph reflecting on their ACT writing experience (to be written on the back of their ACT writings). What was easy, what was difficult, and what do they have to improve on the most to become better writers.**Homework:** Study for procedures quiz; turn in procedure letter by Friday. | **9/4 Learning Objectives**1. Use internet search engines and news databases to research relevant expository articles.2. Cite expository, web-based articles and media clips in correct APA format3. Write relevant research notes based on expository articles**Core Standards Addressed**RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.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.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.**Opener:** List the following terms: Liberty, Freedom, Justice, Protection, Equality. Students will write one sentence relating each concept to the Michael Brown/Ferguson, Mo. case.**Lesson sequence:**1. Explain the rationale for the opener; students should write their thesis statements/focus their paper on one of the many big “American” ideals that are being questioned/evaluated in light of Michael Brown and the unrest in Ferguson.2. Students will use Microsoft surfaces to continue their research on the Michael Brown case in Ferguson, Mo. As they research, they should be writing note cards with the information from the media clips and articles.3. Students will be directed to helpful links via Mr. Fielder’s MLA website to help them cite sources, format their paper, and have the correct MLA formatting for works cited entries. **Closure:** What is your “working thesis.” (Explain that a working thesis is one that is still subject to change and is not set in stone. Also…remind students of the deadlines for the following day: source cards and 10 note cards are due by the end of the hour the following day.**Homework:** Continue to research and create source cards/information cards for paper. |
| **9/5 – Learning objectives**1. Explain the library check-out procedures at CHS2. Complete a formative quiz over class procedures in Mr. Fielder’s class with 85% accuracy or better.3. Begin typing/type SMART goals in the computer lab (submit via google documents).**Core Standards Addressed:** **W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.W.9-10.4: 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.) W.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.9-10.6: 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 quiz:** Quiz on Mr. Fielder’s class procedures, utilizing CPS clicker system. A tutorial on clicker system may be necessary for students who are unfamiliar with clicker usage. Parent signatures on class procedures should be handed in at this time. **Lesson sequence:**1. Quiz on Mr. Fielder’s class procedures, utilizing CPS clicker system. 2. Distribute study guides. Explain procedure for Study guides.3. Head to the library for a 10-15 minute presentation by Mrs. Roesch regarding check-out materials.4. Type SMART goals for first nine weeks; students will log onto google documents and type their draft goals, which will be shared with Mr. Fielder at the end of the hour.**Closure quiz: What does the acronym SMART stand for? Which is the most important part of “SMART,” in your opinion? Explain.** | **9/5 Learning Objectives**1. Use a wireless device to locate/research reliable expository and editorial articles on Ferguson, Mo. and Michael Brown.2. Evaluate the influence of the “liberal media” in the United States and any potential “slant” that the major news corporations put on coverage for a political purpose.3. Evaluate a news media clip for potential bias.**Core Standards Addressed****W.11-12.7:** Conduct shorts as well as more sustained research projects to answer a 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.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.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.**Opener:** Excerpt from Marcus Lutrell’s “Lone Survivor” in which he takes on the “liberal media” and its effect on our society. Students will be prompted to annotate the article based on the symbols they are familiar with.**Lesson sequence:**1. Discuss use of annotation symbols on the article; view CNN video clip of Riot coverage and attempt to detect forms of bias in reporting. Discuss any words/phrases used that hint at any sort of bias.2. Students will use wireless devices to complete research assignments. Students may also use wireless devices to view APA tutorial videos that are linked to Mr. Fielder’s website.3. Students should submit source cards and information cards as soon as they have them finished in order to receive credit for the assignment.**Closure:** 1. What is “bias?” 2. Does the media influence how a story is perceived by the public? How or how not? During closure: Collect source cards/note cards (or students should have them digitally submitted by the end of the hour)**Homework:** Continue reading/research over the weekend. Remind students of research requirements for Next Week.  |