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| Teacher: Dr. Smith | Date(s): Day of Multi-Genre Unit |
| Grade Level or Course: English 8 | Topic of Lesson: American Dream Multi-genre Project |

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| **STAGE 1: Desired Results - What will students be learning in the unit?**  *While this unit—like all good units—addresses standards from the SOL reading, writing, research, and communication domains, we will only deal with the ones directly connected to writing to improve elaboration & tone in these lesson plans.* | |
| **SOL/Curriculum Framework.** *Indicate the main SOL; the a, b, c level; and the Essential Understandings, Knowledge, Skills, and Processes in the SOL Curriculum Framework (CF). Plan for a challenging cognitive level, such as apply, analyze, or create.* | **8.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.  B.Choose intended audience and purpose**.**  J.Organize information to provide elaboration.  K.Develop and modify the tone, and voice to fit the audience and purpose.  L.Revise writing for word choice  ***Essential Understandings***  *All students should*   * understand that writing should be purposefully crafted, with attention to deliberate word choice, precise information, and vocabulary * understand that vocabulary and tone must be selected with awareness of audience and purpose * understand that effective writing has been elaborated * understand that good writing has been improved through revision   ***Essential Knowledge, Skills, and Processes***  *To be successful with this standard, students are expected to*   * apply the elements of composing * use written expression to explain, analyze, or summarize a topic with attention to   o purpose and audience  o voice  o tone  o coherent selection of information and details  o embedded phrases and clauses that clarify meaning  o vivid and precise vocabulary   * apply revising procedures, including vivid vocabulary * elaborate the central idea, providing sustained unity throughout the writing * choose language that expresses ideas precisely and concisely |
| **Essential Question.** *Essential questions help guide the unit, promote conceptual thinking, and add coherence to a series of lessons. They help make sense of seemingly isolated facts.* | What strategies can I use to persuade readers to feel the way I want them to? |
| **Bloom Verbs.** *List exactly what you expect students to know and be able to do as a result of this lesson.* | * explain tone * explain strategies used to develop a specific tone and overall effect * identify audience for a written work * identify tone in a written work * evaluate effectiveness of tone in a written work * create a specific identified tone using by selecting specific details * choose language that expresses ideas precisely and clearly * revise writing to add vivid vocabulary and to remove elaboration that does not contribute to the intended tone and overall effect |
| **Authentic Applications.** *How can people use the skills in the real world?* | * When writing, give detailed explanation as to what they are trying to communicate and effectively convince readers * Can convey an overall feeling/emotion without having to explicitly write out what the reader should be feeling * Will be able to clearly express tone through different forms of media both in and out of an educational setting * Help communications skills by effectively using tone and elaboration |
| **STAGE 2: Assessment Evidence - What is evidence of mastery for the unit & for the day’s lesson?** | |
| **Unit Summative Assessment.** *Start with the end in mind! What will students need to do to prove they have mastered unit objectives?* | Students will create a multi-genre project that allows them to practice, employ, and demonstrate specific writing skills and content knowledge. |
| **Daily Formative Assessment.** *Plan a < 5 min. assessment that shows concretely what students mastered**today. Ex: Exit card, short quiz, seatwork/practice sheet collected, written response to a prompt, oral responses. Include the complete assessment in materials.* | At the end of the class period, students will answer a final, daily question which will be turned in and is not graded, simply used as a tool for the teacher to make sure that students are on track. For what we do today, the question would be “How have you used tone in your project so far? Is there a specific tone that you want to use in order to convey your time period?” |
| **Key Vocabulary.** *Look in the Curriculum Framework and other resources. Include everything!* | Purpose, audience, central idea, controlling idea, voice, tone, elaboration, figurative language, summarization, analyzation |
| **Possible Misconceptions or Learning Gaps.** *Look at the texts, and complete the tasks yourself. What might be hardest for students to grasp?* | 3ff\* Misunderstanding directions, falling behind on research, staying on task (since most of this is a group project) |
| **Differentiation.** *Some ideas: flexible grouping, tiered instruction, interest-based activities, varied products, task cards, personal agendas, graphic organizers* | * *Interest-based activities* * *Varied products* * *Group diversity* * *Group-made, personal agendas* |
| **STAGE 3: Lesson Plans - What strategies and activities do you plan to use in the day’s lesson?** | |
| [**One-sentence Lesson Plan**](https://www.cultofpedagogy.com/one-sentence-lesson-plan/)**.** | Students will be able to apply their knowledge of tone and elaboration by describing their chosen topic fully and comprehensively using their multimedia project so that they are able to develop the skills necessary to present information in different formats. |
| **Student Learning Target(s).** | * I can. . . . compose a piece of writing using elaboration effectively and clearly to illustrate my points. * I can. . . . develop tone in a piece of multi-genre writing to establish a feeling. |
| **Intro/Motivational Device.** *Activate prior knowledge, get students thinking & excited about the day’s lesson; < 5 mins.* | Journal entry designed to make the students think about their decades and use any prior knowledge they might have about their time period to think up any questions they might have. |
| **Teaching & Learning Activities.**  *Model skills, using the “to, with, by” method. Include examples, guided practice, discussion ques., independent activities. If you use a PPT, refer to slide # with examples. Can a sub follow it?* | The ‘to’ in our lesson is the modelled journal entry. The ‘with’ would be both the guided discussion about the present day American Dream and the group brainstorming. The ‘by’ would be the self-study the students have been assigned for homework, taking notes and watching a video about their specific decade. |
| **Closure.** *Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s). Connect to future learning. < 5 mins.* | By the end of the class period, students should be on track to work on developing tone and elaboration based on what they have seen, which will help them apply it to their project. In the future, we should focus on more specific methods to go about doing this. |
| **Homework Assignment.** | <https://www.youtube.com/watch?v=dssfiPirT2U&list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY>  This is a series on YouTube about American history through the decades. Please watch your decade’s video at home for homework tonight and take notes about important events. |
| **Technology Use**: Laptops | |
| **Resources Used to Create Lesson and Materials**    McDonnell, John F. “The Century: America's Time - The Beginning: Seeds of Change.” *YouTube*, YouTube, 28 Dec. 2013, [www.youtube.com/watch?v=dssfiPirT2U&list=PLvGgZ5v2o\_N8dDogxreL2-NbnfKHgHxqY](http://www.youtube.com/watch?v=dssfiPirT2U&list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY).  Rosenberg, Jennifer. “By the Decade: A 20th-Century Timeline.” *Thoughtco.*, Thoughtco, [www.thoughtco.com/20th-century-timelines-1779957](http://www.thoughtco.com/20th-century-timelines-1779957).  *Tutankhamun Timeline*, [www.datesandevents.org/events-timelines/14-american-history-timeline.htm](http://www.datesandevents.org/events-timelines/14-american-history-timeline.htm).  “United States Profile - Timeline.” *BBC News*, BBC, 8 Nov. 2018, [www.bbc.com/news/world-us-canada-16759233](http://www.bbc.com/news/world-us-canada-16759233).  “World Digital Library.” *WDL RSS*, Detroit Publishing Company, [www.wdl.org/en/sets/us-history/timeline/#51](http://www.wdl.org/en/sets/us-history/timeline/#51).  YoTubeModerator. “Obama on the American Dream.” *YouTube*, YouTube, 27 Mar. 2008, [www.youtube.com/watch?v=U6GjNFvLk2M](http://www.youtube.com/watch?v=U6GjNFvLk2M). | |
| **Materials:**  Powerpoint: <https://docs.google.com/presentation/d/11_DFjHq2HSiKCOV_xSMNINO0VRwuoxdfpC5AR6fLP9U/edit?usp=sharing> | |

**Overall Plan for the 479 M-G Unit**

**Day 1:** Introduce MG project, connect to prior learning (American Dream reading)

**Day 2:** Using the RAFT Strategy to create different genres

**Day 3:** Creating a Routine for the M-G Writing Process (Chap 4)

**Day 4:** Collaboration Training; Selecting Genres & Working in a Group (Chap 7)

**Day 5:** Mentor Texts for Pre-writing (Chap 3)

**Day 6:** Conference Training (Chap 8)

**Day 7:** Composing & Conferences

**Day 8:** Writing Craft Lesson—what topic? (Chap 5)

**Day 9:** Composing & Conferences

**Day 10:** Composing & Conferences

**Day 11:** Composing & Conferences

**Day 12:** Revision Training (Chap 6)

**Day 13:** Composing & Conferences

**Day 14:** Final Revision & Editing

**Day 15:** Presenting M-G Projects on public library website and sending to American Evolution Contest

**Lesson Plan Rubric**

***Evaluate your lesson plan using the rubric below***.

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| **STAGE 1: Desired Results ~ What will students be learning in the unit?** | | | | |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 10** |
| **SOL & CF** | Relevant standards are listed by number and letter and have a direct correlation to objectives; includes relevant Essential U, K, S & P from the CF | Relevant standards listed by number and letter; most CF material is relevant and included | Relevant standards are listed by number and letter; CF material not included or relevant | 4 x 1 = 4/4 |
| **Essential Ques.** | Includes 1 essential question that guides the unit, engages students, and adds coherence to the unit | Includes 1 essential question that engages students, but may not both guide and add coherence to the unit | Did not remove the instructions or various questions | 3 x .25 = .75/1 |
| **Bloom Verbs** | Lists all Bloom verbs relevant to understanding and using reading strategies; all are observable; includes upper level verbs | Lists all Bloom verbs relevant to understanding and using reading strategies; most are observable | Bloom verbs are not included or are not observable or relevant | 4 x 1 = 4 /4 |
| **Authentic Application** | Lists ways students can use skills in the real world | Lists applications connected to school | Does not list real world applications | 4 x .25 = 1 /1 |
| **STAGE 2: Assessment Evidence ~ What is evidence of mastery for the unit & for the day’s lesson?** | | | | |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 12** |
| **Unit Summative Assessment** | Summative assessment is described in detail and aligned with specific objectives | Summative assessment is not aligned with objectives | No summative assessment | 4 x 0 = 0/0  On template |
| **Daily Formative Assessment** | Formative assessment is described in detail and aligned with specific objectives | Formative assessment is not described in detail; aligned with objectives | None included or not aligned with objectives | 4 x 1 = 4/4 |
| **Key Vocabulary** | Includes all important terms that students need to know | Includes most important terms students need to know | Does not include important, relevant terms | 2.5x 1 = 2.5/4 |
| **Possible Misconceptions or Learning Gaps** | Lists important concepts or skills that might confuse students and important possible gaps in knowledge to address; Stage 2 addresses these concerns | Lists concepts or skills that might confuse students and possible gaps in knowledge to address; Stage 2 does not address these concerns | Does not include important learning gaps or misconceptions | 3 x 1 = 3/4 |
| **Differentiation** | Based on context of the learners; strategies are specific, appropriate for diverse learners, and based on current research | Generalized statements of the learners; strategies are appropriate for diverse learners | None listed or strategies may only support one type of diverse learner | 4 x 0 = 0/0  On template |
| **STAGE 3: Learning Plans ~ What strategies and activities do you plan to use in the day’s lesson?** | | | | |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 38** |
| [**One-sentence Lesson Plan**](https://www.cultofpedagogy.com/one-sentence-lesson-plan/) | Lesson-specific; performance-based; includes appropriate behavior, condition, and criteria | Lesson-specific; performance-based; some behavior, condition, or criteria may be inappropriate or missing | Not specific; not performance-based; many elements are missing. | 3 x = 3/4 |
| **Student Learning Target(s)** | Uses observable Bloom verbs; includes all skills addressed in day’s lesson; relevant products | Uses Bloom verbs; includes most skills addressed in day’s lesson; relevant products | Verbs not observable, complete, and/or accurate; no products | 4 x 1 = 4 /4 |
| **Intro/**  **Motivational Device** | Device specifically described; appropriate for the purpose of the lesson; links to students’ needs, prior/future learning, and/or authentic applications | Device is indicated and appropriate but not thoroughly described; links to students’ needs and/or prior/future learning. | Intro/motivational device is missing. | 4 x .5 = 2/2 |
| **Teaching & Learning Activities** | All elements are included; usable by substitute teacher; includes discussion questions; learning activities support objectives and progress in a logical order; all clearly labeled | One or two elements missing; usable by substitute teacher; includes discussion questions; learning activities support objectives and progress in logical order; some labels | A list only; unusable by substitute teacher; no questions; activities do not support objectives or lack logical order | 4x 3 = 12/12 |
| **Closure** | Explains how lesson will be reviewed; connects to the day’s objectives and future learning and/or student needs | Explains how lesson will be reviewed; may not connects to the day’s objectives or future learning and/or needs | No closure or does not connect to future learning or needs | 4 x .5 = 2/2 |
| **Homework** | Includes homework appropriate in language and length for grade; reviews the day’s topics; connects to next day’s work | Includes homework that reviews the day’s topics; connects to next day’s work | No evidence of a homework assignment or does not connect to work | 4 x 0 = 0/0  On template |
| **Technology** | Technology integrated into the lesson; appropriate for learners and objectives | Uses technology, but not appropriate for learners and/or objectives | Minimal or no use of technology, weak connection to lesson | 4 x .5 = 2/2 |
| **Resources** | List is complete; follows MLA style | List is complete; may be problems with MLA style | No list | 4 x 1 = 4/4 |
| **Materials** | Content of all materials is accurate, appropriate, and effective for objectives; progress in a logical order; samples provided; directions clear | All materials accurate, appropriate, and effective for objectives; progress in a logical order; samples may be lacking or directions may be unclear | Materials inaccurate; do not support objectives; lack logic; no samples; unclear directions | 3x 1 = 3 /4 |
| **Rubric & Editing** | Accurately completed this rubric, showing understanding of the rubric; mechanics and usage are edited to professional standards | Completed parts of this rubric; all parts may not be accurate; mechanics and usage are edited | Did not complete rubric; mechanics and usage may not be edited | 4x 1 = 4/4 |
| **Total: 55.25/60** | | | | |
| **Another 40 points will come from pre-writing, collaboration, and process activities** | | | | |

**Comments**