

Standards-Based Lesson Template

Submission Date	2014-06-28 19:47:15
Teacher:	Chris Eddings
Class:	Pre-AP English 3-4
Lesson/Unit Title:	Effective Verbal Communication
Abstract/summary of lesson:	Students will have to employ various rhetorical devices to successfully "talk down" a criminal who is about to commit a serious crime. Reasoning for each chosen rhetorical device will also be required.
Students will know...	<p>Students will know what rhetorical devices are and why they are used.</p> <p>Students will understand how important verbal communication can be.</p>
Students will be able...	<p>Students will be able to employ select rhetorical devices in order to strengthen arguments.</p> <p>Students will be able to take human emotion into account and verbally react in an appropriate way.</p>
Standards/Skills addressed	<p>English - Speaking & Listening</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA</p>
Performance tasks/projects:	<p>English - Speaking & Listening</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p>

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA

Test and quiz questions or essay prompts:

Directions: Answer the following questions, one paragraph minimum.

1. After reading about the fictional criminal, what relevant information did you learn about him/her? And why do you feel that information is important as a police officer?
2. What rhetorical devices did you utilize in "talking down" the criminal? Why did you select each of the devices that you chose?
3. Explain whether or not your negotiation attempts were successful or not. What could you have appealed to in order to strengthen your arguments?

Student self-assessments:

After completing this activity, which rhetorical devices do you find yourself using outside of school?

Objectives

Students will be able to employ select rhetorical devices in order to strengthen arguments.

Students will be able to take human emotion into account and verbally react in an appropriate way.

Motivation:

This unit will begin with me summarizing my internship experiences with MPD. I will explain what types of verbal communication I witnessed and the impact that they had in "real world" scenarios. I will explain that learning effective verbal communication can benefit college applicants, job applicants, professionals in the workplace and individuals in any social setting.

Presentation:

I will begin this unit by presenting my personal experiences with the MPD. I will show the students pictures of me working with the police. I will also present a few police report forms to give students an idea of what types of information police officers are required to report. After this introduction, I will read the informational paragraph about the fictional criminal that needs to be convinced not to commit the fictional crime. I will model a guided example of how to use rhetorical devices in order to be a persuasive negotiator.

Application/Activities:

1. Review various rhetorical devices in notes as a class
2. Review ethos, pathos and logos - the power of persuasion
3. Think, pair, share: students will work with their assigned partner to discuss what types of crime might need persuasive negotiation. At the end of 5 minutes, student pairs will share their findings with the class.
4. Teacher will provide personal background information about the fictional criminal that is about to commit a fictional crime.

5. In pairs, student one will be the primary negotiator and student two will be the coach. The coach will assist the negotiator as needed.

6. During the negotiation, negotiator and coach must use three rhetorical devices during negotiation in order for the fictional case to be a success.

7. Teacher will observe each pair's negotiation and provide a grade according to rubric.

Materials needed:

1. Desks arranged in pairs

2. List of rhetorical devices (for review)

3. Fictional criminal background information (copy for each pair of students)

4. Binder paper & pencil for assessment

Assessment/Evaluation:

Verbal Assessment: In pairs, students will negotiate with a fictional criminal, persuading the criminal to turn his/herself in instead of committing the fictional crime. In order to have a successful negotiation, students must use three appropriate rhetorical devices in their verbal arguments with the criminal.

Written Assessment: Answer the following questions with your partner on binder paper, one paragraph minimum.

1. After reading about the fictional criminal, what relevant information did you learn about him/her? And why do you feel that information is important as a police officer?

2. What rhetorical devices did you utilize in "talking down" the criminal? Why did you select each of the devices that you chose?

3. Explain whether or not your negotiation attempts were successful or not. What could you have appealed to in order to strengthen your arguments?

Closure/Reflection:

Closure:

Exit slip: Students will define ethos, pathos, and logos.

Due tomorrow: After completing this activity, students will record what rhetorical devices (at least three) they use outside of school and what impact they have on their peers.

Standards-Based Lesson Template

Submission Date	2014-07-14 13:53:55
Teacher:	Ed Krohn
Class:	Grade 8 English Language Development
Lesson/Unit Title:	Interacting in Meaningful Ways
Abstract/summary of lesson:	Communities must learn to work together to develop equitable civic solutions.
Students will know...	Collaboration: Students will know how to exchange information and ideas with others through oral and written collaboration to discuss a controversial social topic. (First of several 40 minute sessions)
Students will be able...	Students will be able to exchange information and ideas with others through oral and written collaboration to discuss a controversial social topic. (First of several 40 minute sessions)
Standards/Skills addressed	Corresponding Common Core State Standards for Grade 8 ELA: SL.8.1, 6; L.8.3, 6 W.8.6; WHST.8.1; SL8.1, 4, 6; L.8.3, 6 W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6 Language Arts for Written and Oral presentations including evaluation of evidence.
Performance tasks/projects:	English Language Arts Corresponding Common Core State Standards for Grade 8 ELA: SL.8.1, 6; L.8.3, 6 W.8.6; WHST.8.1; SL8.1, 4, 6; L.8.3, 6 W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6
Test and quiz questions or essay prompts:	Written essay on subsequent lessons: SHOULD OUR CITY SPEND LIMITED FUNDS (TAX MONEY) ON BUILDING A SKATE PARK?
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	Class Discussions Reflections Debate Written essay
Student self-assessments:	Students will review if they have changed their opinion from the original class discussion. Written assignments will be shared in class and evaluated.
Objectives	Collaboration: Students will know how to exchange information and ideas with others through oral and written collaboration to discuss a controversial social topic. (First of several 40 minute sessions)

Motivation:

Ask Students if they have always agreed with their parents and friends. Did they ever have to compromise with someone to solve a problem? Define what compromise means.

Presentation:

Class discussion on what the word COLLABORATION means then develop a definition that is written on the board. (10 minutes)
Collaboration: Ex: To work together

Application/Activities:

1. Draw a T-Chart on the whiteboard labeled AGREE on one side of the T and DISAGREE on the other side.
2. Explain to the class that we are going to discuss a “real world” issue that you may agree or disagree with and they will have the opportunity to express their opinions orally and in writing.
3. Write the following statement on the whiteboard:

SHOULD OUR CITY SPEND LIMITED FUNDS (TAX MONEY) ON BUILDING A SKATE PARK?

4. Allow the students to reflect on the question then explain briefly how cities typically get money through taxes to provide services and pay for other city expenses. (15 minutes)
5. Have a classroom discussion on some of the advantages and disadvantages of building a skate park without any criticism at this point. (Brainstorming) (10 minutes)
6. Distribute yellow sticky notes, and ask the students to write their names on the notes. Call students up to the chart to place their sticky notes on the column of the T-Chart that express their opinion about the topic. (5 minutes)

Subsequent class sessions will include persuasion games, persuasive strategy definitions, and the opportunity to present oral and written arguments with the class deciding who has presented the best persuasive oral and written argument about the topic

Materials needed:

Whiteboard
Yellow Sticky notes
Markers

Assessment/Evaluation:

Oral and written evaluations

Closure/Reflection:

Has the class been able to work in cooperative groups to brainstorm ideas and organize them into cohesive arguments? Have they also been able to develop a solution with oral presentations and written statements that is equitable to most of the class?

Standards-Based Lesson Template

Submission Date	2014-07-21 19:01:55
Teacher:	Randy Rocha
Class:	English 9, Economics, Leadership, Horticulture (cross-curricular)
Lesson/Unit Title:	Persuasive Letter Writing/California's Drought: It affects us all...
Abstract/summary of lesson:	Students will create letters to be sent to our legislative state and federal leaders asking them to take a common sense approach to solving California's drought. Students will examine historical and current approaches to water resource management. My hope is to have students put together a speaker symposium that involves all of the different groups of people that have a vital role in solving California's water woes. This would be the concluding event that students could actively participate in asking important questions relating to the topic.
Students will know...	Given a variety of primary source documents (historical accounts of CA water management, time line of the creation of our current water system, maps of our water system, historical rain statistics, past, current and proposed state/federal water legislation, environmental impact studies of past and proposed dams and waterways, fiscal impact reports from agriculture trade groups, environmentalist blog reviews, etc), students will create a logical argument in letter form that urges government elected officials to cooperatively work together to solve California's water shortage with a comprehensive yet common-sensed approach.
Students will be able...	<p>-Students will be able to identify where they obtained evidence that supported their assertions regarding the dire need for a long term solution to California's drought.</p> <p>-Students will be able to clearly articulate (write letter) their point of view by convincing their audience (elected officials) of their perceived merit and reasonableness of the claims and proofs offered.</p> <p>-Students will be able to clearly articulate (verbally) their point of view by asking an expert panel of people, about their role in solving our water distribution problem and a school sponsored symposium.</p>
Standards/Skills addressed	<p>-Students will recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1.e.)</p> <p>-Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a.)</p>
Performance tasks/projects:	1. Students will read a variety of primary source documents

to help develop their understanding the "man-made" causes of the California drought. "(R1.9-10.3.) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them."

2. Students will gather and cite evidence that supports their position and then will cooperatively develop a persuasive letter that takes into account who the reader (the audience) will be....in this case, our elected political representatives both state and federal. "(L.6.1.e.) Students will recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.7.3a.) Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy."

Test and quiz questions or essay prompts:

Multiple formative assessment strategies will be used throughout the lesson (Think Alouds, Pair-Share, Check for Understanding questioning, Peer Editing evaluations, etc.) Exposure to higher text complexity will be common place along with the understanding that there may be a need for scaffolding for my Special Needs students and English Language learners.

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

Informal observations of groups of students communicating both verbally and written will be on-going. Naturally, work samples will provide valuable feedback on their depth of understanding of the source documents. They will receive immediate verbal feedback that will encourage them to tap into their higher order thinking skills as well as written feedback to help guide their proposed arguments.

Student self-assessments:

Students will be taught to respectively give honest evaluations of their peers' work. They will be able to identify where they found evidence to support their position and will be encouraged to respectively challenge each other's points of view. Ultimately, this will prepare them write a well-developed, articulate and concise persuasive letter designed to move the reader to action.

Objectives

Given a variety of primary source documents (historical accounts of CA water management, time line of the creation of our current water system, maps of our water system, historical rain statistics, past, current and proposed state/federal water legislation, environmental impact studies of past and proposed dams and waterways, fiscal impact reports from agriculture trade groups, environmentalist blog reviews,etc), students will create a logical argument in letter form that urges government elected officials to cooperatively work together to solve California's water shortage with a comprehensive yet common-sensed approach.

-Students will be able to identify where they obtained evidence that supported their assertions regarding the dire need for a long term solution to California's drought.

-Students will be able to clearly articulate (write letter) their point of view by convincing their audience (elected officials) of their perceived merit and reasonableness of the claims and proofs offered.

- Students will be able to clearly articulate (verbally) their point of view by asking an expert panel of people, about their role in solving our water distribution problem and a school sponsored symposium.

Motivation:

I will open up a discussion that will focus on the fundamental life necessity of water. Without it, there is simply no life. We will look at how water impacts our lives.

Presentation:

The information needed for this lesson will be guided discussion of primary source documents, video/webcasts, personal interviews of those affected by the drought and guest speakers from farmers, former and current legislature representatives and environmentalist.

Application/Activities:

Student will have opportunities to verbally present their group findings to their classmates as well as in other classes as this will be a cross-curricular effort. After synthesizing their new knowledge, they will develop personal persuasive letters that will be sent to our local, state and federal representatives. The cumulative activity will be to sponsor a California Drought Solutions Symposium. Students will have the opportunity to personally meet key decision makers (legislators, agricultural leaders, water board members, community leaders, environmentalist, etc.) and ask pertinent questions of the panelists in a "town-hall" format.

Materials needed:

Access to primary source documents will primary web-based although I plan on tapping into information that the above decision makers can provide during the course of the unit.

Assessment/Evaluation:

Multiple formative assessment strategies will be used throughout the lesson (Think Alouds, Pair-Share, Check for Understanding questioning, Peer Editing evaluations, etc.) Exposure to higher text complexity will be common place along with the understanding that there may be a need for scaffolding for my Special Needs students and English Language learners.

Informal observations of groups of students communicating both verbally and written will be on-going. Naturally, work samples will provide valuable feedback on their depth of understanding of the source documents. They will receive immediate verbal feedback that will encourage them to tap into their higher order thinking skills as well as written feedback to help guide their proposed arguments.

Closure/Reflection:

This is obviously more of a unit plan but the individual lesson will be the development of the persuasive letter. As a group, they will respectively critique letters as a means of reinforcing the stated learning objectives. Encouraging self-discovery is so important. At the conclusion of this lesson and unit, students will be expected to accurately identify and articulate a problem and then come up with a variety of realistic solutions based on research, economic necessity and common sense. This process will then prepare them to write of a research paper based on their findings.

Standards-Based Lesson Template

Submission Date	2014-07-03 17:50:57
Teacher:	Denise Wright
Class:	English 5/6 Industrial Technology Engineering Academy (ITEA)
Lesson/Unit Title:	Reflective Narrative
Abstract/summary of lesson:	Reflective Narrative and Beyond
Students will know...	Big Picture: Objective Vikings will compose a reflective narrative (and other shorter forms of writing) that identifies problems and solutions, analyzes experience, evaluates processes, and develops suggestions for their bridge project.
Students will be able...	Daily Objectives: Vikings will... 1. Practice self-management during the progression of their bridge project. 2. List and relate details and events of project that answer reflective questions. 3. Organize information in an essay organizer. 4. Write reflective narrative according to required format. 5. Peer edit reflective narrative using a peer editing checklist. 6. Revise narrative using the peer editing checklist. 7. Construct a written proposal to a supervisor using an appropriate tone suggesting one improvement on recent project. 8. Revise proposal for tone and audience to a peer in organization.
Standards/Skills addressed	Writing 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 1e. & 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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 3: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Performance tasks/projects:

Reflective Narrative and revision
Peer editing
Written proposal to supervisor
Written proposal to peer

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1e. & 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.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Test and quiz questions or essay prompts:**Reflective Narrative**

The reflective narrative provides you the opportunity to reflect upon your project experiences. This reflection requires you to summarize the project, address problems encountered, analyze problem-solving strategies employed, and describe learning results and personal growth. You will also be required to provide sufficient background and context needed to understand the depth and scope of your project.

Student reflections must include the following:

1. A summary of the research and components of the project

2. A reflection on the problem solving process undertaken and to address the following questions in their reflective narrative.

*What obstacles did you face?

* What solutions did you bring forth?

*What results or findings did you conclude?

*What would you have done differently and why?

*How would you use what you have learned in the future?

*Of what component are you the most proud and why?

*What advice would you give to a student undertaking this project?

3. Student reflections must also contain:

*A reflection on the learning process of project

*A description of your teacher's role

*An organizational structure that allows for a progression of ideas to develop and that includes:

	<p>Introduction: that engages the reader and establishes a context Body: clear development of ideas Conclusion: that summarizes key points and provides a constructive suggestion</p>
<p>Other evidence to be used (e.g., observations, evaluation of work samples, discussion):</p>	<p>Performance/Application Activities/Evidence/Self-Assessment</p> <p>Project results Cornell Notes recording information and progress Essay organizer Writing Rubric Peer editing checklist</p>
<p>Student self-assessments:</p>	<p>Reflective narrative: first and second draft -assessment of project results Peer editing checklist Writing Rubric for mastery and improvement Written proposal Written email</p>
<p>Objectives</p>	<p>Vikings will compose a reflective narrative (and other shorter forms of writing) that identifies problems and solutions, analyzes experience, evaluates processes, and develops suggestions for their bridge project.</p>
<p>Motivation:</p>	<p>(Bridge Project will be introduced in their academy class.) *Hook – provide brief, fun activity that demonstrates misunderstood communication. *Videos that present various career professionals that discuss and demonstrate how reading and writing impact their job and the necessity of clear communication in reading. *Organization charts provided by G3 demonstrating flow of communication *Connections of how writing and self-reflections to other current aspects of student lives – job applications, sixth grade camp, Link Crew, peer tutoring, Leadership, ROP events, recommendation letters, etc.</p>
<p>Presentation:</p>	<p>Bridge Project will be introduced in their academy class</p> <p>Brief lectures and class discussions, visuals, videos on workplace communication, modified PowerPoint on email communication provided by G3 Human Resources, and handouts</p>
<p>Application/Activities:</p>	<p>Project results Cornell Notes recording information and progress Essay organizer Reflective narrative: first and second draft Writing Rubric Peer editing checklist Written proposal Written email</p>
<p>Materials needed:</p>	<p>G3 PowerPoint Videos Reflective Narrative assignment/handout Cornell notes organizer Essay organizer</p>

Writing rubric
Peer editing checklist

Assessment/Evaluation:

Essay and Essay Rubric in Writers' Handbook
Written proposals

Closure/Reflection:

Closure Reflection: connect back to motivation and any current student events happening at present and/or future ITEA projects