

LESSON PLANS
Kassi VanArsdale

9th English
Periods 1-2-3

November 12-16
2nd Quarter – Week 5

Date	Lesson/Procedure	Measurable Objective	Benchmark Indicator	Assessment of Student Learning
Mon. Nov. 12	Veteran's Day Assembly in Auditorium 8:00-? Independent Reading <ul style="list-style-type: none"> Check journal entry, read and record pages, new goal and journal due Nov. 19th 	Read and comprehend literature	RL 10	Independent reading Journal reponse
Tues. Nov. 13	Language-Subordinating Conjunction (introduce using video) Expository Essay <ul style="list-style-type: none"> "Marijuana and Teens: Fact Sheet"-have students read in small groups Explain everything on handout is concrete detail (written in different ways-quotation, paraphrase, example, statement of fact) Model-choose one concrete detail from the fact sheet and model how to write it as a quotation, paraphrase, example and statement of fact (Google Drive) Have students choose a different concrete detail and practice writing 4 different ways (Fan n Pick-choose a way and write fact that way) Students will choose 3 concrete details and write it in four different ways (individually) 	Write explanatory texts Develop topic, use transitions and precise language, maintain formal style and objective tone, provide a concluding statement Propel conversations by posing and responding to questions Respond to diverse perspectives Cite text evidence Analyze author's claims Demonstrate command of conventions Students can identify subordinating conjunctions and decide whether a comma should be used	W2, 2a-f SL 1c,d RI 1, 5 L 1	Text annotations Written response
Wed. Nov. 14	Language-Subordinating Conjunction (ID subordinating conjunction) Expository Essay <ul style="list-style-type: none"> Discuss thesis and take notes (PPT) Prompt: What are the effects of marijuana on teens? Model how to write a thesis two different ways using the prompt In table groups, come up with three more thesis statements, make a list of the what effects would be discussed with each thesis Students will choose a thesis 	Write explanatory texts Develop topic, use transitions and precise language, maintain formal style and objective tone, provide a concluding statement Propel conversations by posing and responding to questions Respond to diverse perspectives Cite text evidence Analyze author's claims Demonstrate command of conventions	W2, 2a-f SL 1c,d RI 1, 5 L 1	Written thesis statement
Thurs. Nov. 15	Language-Subordinating Conjunction (ID function of) Expository Essay <ul style="list-style-type: none"> Read "Marijuana May Hurt the Developing Teen Brain"-model annotating a text and have students annotate the text along with teacher (cold, warm, hot read) 	Write explanatory texts Develop topic, use transitions and precise language, maintain formal style and objective tone, provide a concluding statement Propel conversations by posing and responding to questions Respond to diverse perspectives Cite text evidence Analyze author's claims Demonstrate command of conventions	W2, 2a-f SL 1c,d RI 1, 5 L 1	Text annotations

<p>Fri. Nov. 16</p>	<p>Language-Subordinating Conjunction (evaluate the use of)</p> <p>Expository Essay</p> <ul style="list-style-type: none"> • Data Collection-now that students have chosen a thesis, they need to collect information from a source to back up their claim or prove their thesis • Marijuana Fact Sheet-read aloud, stopping at the end of each section to point out information that could be used for thesis written last week (model with thesis, write down concrete detail to support) students will write down concrete details to support their thesis 	<p>Write explanatory texts Develop topic, use transitions and precise language, maintain formal style and objective tone, provide a concluding statement Propel conversations by posing and responding to questions Respond to diverse perspectives Cite text evidence Analyze author's claims Demonstrate command of conventions</p>	<p>W2, 2a-f SL 1c,d RI 1, 5 L 1</p>	<p>Data collection</p>
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LESSON PLANS
Kassi VanArsdale

10th English
Periods 4-5-6

November 12-16
2nd Quarter – Week 5

Date	Lesson/Procedure	Measurable Objective-for the week	Benchmark Indicator	Assessment of Student Learning
Mon. Nov. 12	Independent Reading-when done with test (new goal/journal) The Great Gatsby <ul style="list-style-type: none"> Unit exam 	Cite textual evidence to support analysis Determine theme or central idea Analyze how complex characters develop over time Read and comprehend literature	RL 1, 2,4,5, 10	test
Tues. Nov. 13	Language-parallel structure (use No Red Ink lesson to introduce then complete identify parallel elements 1) Yearbook Writing Prompt <ul style="list-style-type: none"> have students choose a prompt from provided list and write a description or short story using that prompt 	Students can write sentences using conjunctive adverbs, using semi-colons and commas, depending on the location of the adverb Produce clear and coherent writing Develop and strengthen writing as needed Use technology to publish writing Demonstrate command of conventions	W4,5,6, 10	writing
Wed. Nov. 14	Language (use No Red Ink lesson to introduce then complete identify parallel elements 2) Yearbook Writing Prompt <ul style="list-style-type: none"> finish writing, edit, revise and print copy 	Students can write sentences using conjunctive adverbs, using semi-colons and commas, depending on the location of the adverb Produce clear and coherent writing Develop and strengthen writing as needed Use technology to publish writing Demonstrate command of conventions	W4,5,6, 10	writing
Thurs. Nov. 15	Language (use No Red Ink lesson to introduce then complete identify parallel elements 3) A Marriage Proposal <ul style="list-style-type: none"> Farce-play that uses exaggeration for humorous effect Quick Write-What are good reasons for wanting to marry? What are desirable characteristics in a marriage partner? Background information on time period of play and marriage during that time period Read and discuss play p. 260-272 (quiz quiz trade if time allows) 	Analyze how complex characters develop, interact with others, and advance the plot or develop the theme. Determine the connotative and figurative meaning of words and phrases. Read and comprehend dramas. Apply knowledge of language to make effective choices for meaning or style.	RL 3,4,10 L3	Quick write Participation in discussion
Fri. Nov. 16	Language (ID parallel elements) A Marriage Proposal <ul style="list-style-type: none"> Comprehension Stations-rotate through stations/share ideas <ol style="list-style-type: none"> Text analysis-characters in a farce Reading a Play-stage directions, aside, monologue Comprehension questions-quiz quiz trade Written response-Why do people argue over silly things? Discuss and Complete Activities in Small Groups-discuss as whole group when finished	Analyze how complex characters develop, interact with others, and advance the plot or develop the theme. Determine the connotative and figurative meaning of words and phrases. Read and comprehend dramas. Apply knowledge of language to make effective choices for meaning or style.	RL 3,4,10 L3	Comprehension Stations

LESSON PLANS
Kassi VanArsdale

Seminar
Period 8

November 12-16
2nd Quarter – Week 5

Date	Lesson/Procedure	Measurable Objective-for the week	Benchmark Indicator	Assessment of Student Learning
Mon. Nov. 12	Grades/Organization/Late or Missing Work <ul style="list-style-type: none"> • Check grades, discuss eligibility status, phone call home • Organizer binders, planners, etc. • See other teachers for late/missing work 			
Tues. Nov. 13	Letters to Veterans <ul style="list-style-type: none"> • Watch documentary video: Niles Harris and Big and Rich • https://www.youtube.com/watch?v=KvKxTeW3EMA • Discuss former Syracuse High students who are currently serving in the military or student's family member or friend-choose someone and write a letter 			
Wed. Nov. 14	Letters to Veterans <ul style="list-style-type: none"> • Continue to write letter 			
Thurs. Nov. 15	Letters to Veterans <ul style="list-style-type: none"> • Edit/revise/fill out envelope to send letter 			
Fri. Nov. 16	No School			