

MStM Reading/Language Arts Curriculum Lesson Plan Template

Course: English II

Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

1.A: The student will employ active reading strategies to arrive at meaning.

Grade Level Objective:

i. Adjust reading rate and strategies according to purpose

Instructional Strategies:

Oral Interpretation Speech lesson: Students choose a short story, poem, excerpt from a novel, or other literary text to perform an interpretive reading. Many students choose children's books due to their familiarity with them as well as their potential for more lively readings. In many cases, they have a certain rhythm in which they're written and are instructed not to "fall into it" during their reading because it is monotonous. This requires them to practice reading the text out loud several times so they don't do that when performing for their speech.

Assessment:

Formative: Peer evaluation/observation, worksheet

Summative: Speech rubric

Instructional Timeline:

Fall semester, third formal speech

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Reading/Language Arts Standard/Benchmark:

1.A: The student will employ active reading strategies to arrive at meaning.

Grade Level Objective:

ii. Relate new information to prior knowledge and experience.

Instructional Strategies:

“There Will Come Soft Rains” Unit: When discussing the historical context of the story (1950), students share existing knowledge of the 1950s as well as the decades preceding and following. This is done in a group discussion format as well as teacher Think Aloud.

Assessment:

- Screening: Students exhibit current level of understanding of relevant material through group discussion.
- Formative: Students complete worksheets relevant to information from group discussion, teacher Think Aloud, and lecture

Instructional Timeline:

Spring semester, first unit of study

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Reading/Language Arts Standard/Benchmark:

1.A: The student will employ active reading strategies to arrive at meaning.

Grade Level Objective:

iii. Generate questions to understand context

Instructional Strategies:

“There Will Come Soft Rains”: Students are instructed to read this text three times: once through skimming to make a list of words they aren’t familiar with; a second time with close reading to gather a basic understanding of the text; and a third time following along while the instructor reads the text out loud. During the second and third times through, students are instructed to write questions that occur to them while reading the story. These questions are the catalyst for our large group discussions of the story.

Assessment:

Formative: Teacher observation

Summative: Essay rubric

Instructional Timeline:

Spring semester, first unit of study

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Reading/Language Arts Standard/Benchmark:

1.A: The student will employ active reading strategies to arrive at meaning.

Grade Level Objective:

v. Determine importance

Instructional Strategies:

Oral Interpretation speech: Since students have a limited time for this speech (6-8 minutes), they ultimately have to cut out portions of the texts they use. They have to know the story well enough to decide what details, characters, or events to cut out and still have a coherent story that conveys the intended message(s).

Assessment:

Formative: Teacher observation

Summative: Speech rubric

Instructional Timeline:

Fall semester, third formal speech

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Grade Level(s): 10th-12th

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Reading/Language Arts Standard/Benchmark:

1.A: The student will employ active reading strategies to arrive at meaning.

Grade Level Objective:

iv. Make predictions and draw inferences

Instructional Strategies:

The Tragedy of Julius Caesar: Shakespearean English is a tough format for students to get into. Once they do, however, they really start to follow the characters and get Shakespeare's little nuances and innuendos. By the end of Act IV, we have discussed several linear themes in the play, and students are instructed to discuss one character and how they symbolize a linear theme in the play (i.e. "Cassius symbolizes envy or jealousy"). In the writing assignment, they have to provide evidence from the play illustrating how the character displays this theme (inference) and then predict how that will follow the character through Act V and the end of the play.

Assessment:

Formative: Essay assignment

Summative: Unit comprehensive exam

Instructional Timeline:

Spring semester, third unit of study

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Reading/Language Arts Standard/Benchmark:

1.B: The student will apply characteristics of literary genre to understand a variety of texts.

Grade Level Objective:

i. Read for purposes relating to fiction and nonfiction for information to perform a task and for a literary experience.

Instructional Strategies:

To Kill a Mockingbird: Toward the end of this unit, students are given one of four essays from a book called *To Kill a Mockingbird: Crossing Boundaries*. These nonfiction essays relate to various elements of and allusions in the novel ranging from true crime to socioeconomic conditions. In small groups, students read the essay, discuss its content, and cite information from both the essay and the novel to support their ideas. Using a written response or bulleted lists, each group then reports their findings/ideas to the rest of the class to encourage further discussion of these elements.

Assessment:

Formative: Group presentations

Summative: Written responses, comprehensive unit exam

Instructional Timeline:

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Grade Level(s): 10th-12th

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Reading/Language Arts Standard/Benchmark:

1.B: The student will apply characteristics of literary genre to understand a variety of texts.

Grade Level Objective:

ii. Apply understanding of organization, structure, and elements of nonfiction and informational texts

Instructional Strategies:

Assessment:

Instructional Timeline:

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Course: English II

Grade Level(s): 10th-12th

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Reading/Language Arts Standard/Benchmark:

1.C: The student will identify characteristics of and distinguish between fiction, nonfiction, poetry, dramatic texts, and electronic resources

Grade Level Objective:

i. Read widely from fiction, nonfiction, and electronic resources for information and personal fulfillment.

Instructional Strategies:

Persuasive Speech: Students will need to conduct research in order to find sources and support for their informative speech. These sources can come from print sources like novels and memoirs as well as electronic sources such as blogs and other Web sites. They will need to cite sources in their speeches in order to establish credibility as a speaker.

Assessment:

Summative: Speech rubric

Instructional Timeline:

Fall semester, fifth speech

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Course: English II

Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

2A. The student will employ active reading strategies for comprehension and fluency.

Grade Level Objective:

i. Use a variety of strategies to understand familiar vocabulary found in narrative, technical, and literary texts.

Instructional Strategies:

“There Will Come Soft Rains:” During the first reading of this text, students skim it for unfamiliar words and phrases, list them, and then write context definitions. In a large group discussion, students volunteer their words and context definitions. If necessary, the instructor will provide further definitions as well as definitions for words deemed important by the instructor not previously mentioned.

Assessment:

Screening: Teacher observation, written responses

Formative: Discussion guides

Summative: Analysis essay rubric

Instructional Timeline:

Spring semester, first unit

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

2A. The student will employ active reading strategies for comprehension and fluency.

Grade Level Objective:

ii. Evaluate the text to include character motivation and literary devices (e.g. foreshadowing, symbolism).

Instructional Strategies:

To Kill a Mockingbird: Throughout our study of the novel, students complete study guides that include sections for character development. Using this information, students write an essay tracing the development of one character from the novel's beginning to its end. They must use specific passages from the book to illustrate and support their ideas as well as provide evidence of foreshadowing throughout the book to lead the character to where they are at the end.

Assessment:

Formative: Written response, study guides

Summative: Comprehensive unit exam

Instructional Timeline:

Spring semester, second unit

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

2A. The student will employ active reading strategies for comprehension and fluency.

Grade Level Objective:

iii. Analyze literature based on setting, plot, characterization, theme, mood, point of view, and tone.

Instructional Strategies:

“There Will Come Soft Rains”: Throughout the reading process, students complete study guides and engage in discussion about these specific story elements. There are questions in both formats that address them, and it culminates in an analytical essay encompassing these elements with specific focus on characterization and theme.

Assessment:

Formative: Study guides, teacher observation

Summative: Analysis essay rubric

Instructional Timeline:

Spring semester, second unit

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Course: English II

Grade Level(s): 10th-12th

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Reading/Language Arts Standard/Benchmark:

2B. The student will identify author's view or purpose and the historical, political, or religious context of the work.

Grade Level Objective:

i. Evaluate information critically based on relevancy, objectivity, and reliability.

Instructional Strategies:

“There Will Come Soft Rains”: As a pre-reading activity, students engage in discussion and lecture about the historical context and political climate of the 1950s as a means of establishing the author's view and purpose in writing the story.

Assessment:

Formative: Teacher observation

Summative: Analysis essay rubric

Instructional Timeline:

Spring semester, First unit

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

2B. The student will identify author's view or purpose and the historical, political, or religious context of the work.

Grade Level Objective:

ii. Analyze the logic and use of evidence in an author's argument.

Instructional Strategies:

Persuasive Speech: The first activity in this lesson is to read, analyze, and discuss a "poor example" of a persuasive speech. They must identify the evidence the author uses to support their claims, analyze its relevance, objectivity, and veracity, and determine the overall strength of the author's essay. They are encouraged to write directly on the document in an attempt to engage the author in a dialectic approach to critical thinking.

Assessment:

Formative: Teacher observation, written responses

Summative: Persuasive speech rubric

Instructional Timeline:

Fall semester, fifth speech

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Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

2B. The student will identify author's view or purpose and the historical, political, or religious context of the work.

Grade Level Objective:

iii. Draw conclusions based on facts and inferences.

Instructional Strategies:

Persuasive Speech: The first activity in this lesson is to read, analyze, and discuss a "poor example" of a persuasive speech. They must identify the evidence the author uses to support their claims, analyze its relevance, objectivity, and veracity, and determine the overall strength of the author's essay. They are encouraged to write directly on the document in an attempt to engage the author in a dialectic approach to critical thinking.

Assessment:

Formative: Teacher observation, written responses

Summative: Persuasive speech rubric

Instructional Timeline:

Fall semester, fifth speech

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

3A. The student will use prewriting, drafting, editing, and revising strategies to develop multi-paragraph composition for a variety of audiences and purposes.

Grade Level Objective:

- i. Use prewriting techniques
- ii. Write for self, teacher, peers, and others
- iv. Identify and include information a diverse audience needs to know
- vi. Make personal connections through content

Instructional Strategies:

Personal Narrative Speech: Students use a web, mind map, or bulleted list to brainstorm topics, details, and specific points to include in the narrative. This allows students a visual representation of their speech's content prior to writing it. Part of the speech should include a lesson learned from the experience related in the narrative which will essentially serve as the thesis statement for the essay. This will show the speaker's audience a side of themselves they may or may not show regularly.

Assessment:

Formative: Teacher observation, written responses

Summative: Personal narrative speech rubric

Instructional Timeline:

Fall semester, second speech

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

3A. The student will use prewriting, drafting, editing, and revising strategies to develop multi-paragraph composition for a variety of audiences and purposes.

Grade Level Objective:

- iii. Vary form and content to match audience and purpose
- v. Reinforce literacy skills in other areas

Instructional Strategies:

Extemporaneous Speech: Students are given a total of four minutes to prepare two 30-second extemporaneous speeches, one informative and one persuasive in nature. The informative speech topic is general enough (i.e. music, science, sports, etc.) that any student can craft a speech around them. The persuasive speech requires students to sell a product or service that no one would really want or need (i.e. a bag of meat). For each speech, students draw topics and have two minutes to write the content for their 30-second speech. They are encouraged to write short sentences and phrases rather than full paragraphs due to the time constraints. This will ultimately encourage students to be more engaging with their audience—possible more than any other speech.

Assessment:

Summative: Teacher observation, written responses

Instructional Timeline:

Fall semester, sixth speech

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Course: English II

Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

3B. The student will demonstrate understanding of varied formats and structures in writing.

Grade Level Objective:

- i. Write using different formats
- ii. Effectively apply writing skills and strategies to communicate in a variety of genres

Instructional Strategies:

The Tragedy of Julius Caesar: Toward the end of the unit, students use a “tic-tac-toe” differentiated activity for review. This activity encourages students to make their own choices regarding the means of expression. Some of these activities include acting out a portion of the play, writing a newspaper article, writing an interior monologue or journal entry, and drawing a storyboard for a particular scene. The tic-tac-toe board is set up in a way that students aren’t able to do the same kind of activity (i.e. all writing or all drawing) three times.

Assessment:

Formative: Written assignments

Summative: Comprehensive unit exam

Instructional Timeline:

Spring semester, third unit

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

4A: The student will demonstrate ability to proofread for grammar, mechanics, spelling, and usage in one's own writing and in others'.

Grade Level Objective:

- i. Use language effectively by varying vocabulary and sentences
- ii. Analyze and revise written work for structure, grammar, clarity, and content

Instructional Strategies:

Persuasive Speech: The first activity in this lesson is to read, analyze, and discuss a "poor example" of a persuasive speech. In addition to determining the overall strength of the author's argument, they are encouraged to write directly on the document in an attempt to engage the author in a dialectic approach to critical thinking. Students are to pose questions such as, "Is this a relevant thesis statement?" or "This is a sentence fragment. How would you combine this with a previous sentence to complete your thought?" Students can then take this approach to their own writing as the lesson progresses to that point.

Assessment:

Formative: Peer evaluation forms

Summative: Persuasive speech rubric

Instructional Timeline:

Fall semester, fifth speech

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Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

4B: The student will utilize multiple resources such as instructors, peers, computer applications, electronic media, and print materials to correct and improve written work

Grade Level Objective:

- ii. Publish written work using print and technology resources
- iii. Use technology appropriately in prewriting, drafting, revising, editing, and publishing

Instructional Strategies:

The Tragedy of Julius Caesar: Upon completing Act III, students are given an activity that requires them to compare Julius Caesar to a modern dictator (i.e. Omar al Bashir, Pol Pot, Robert Mugabe, etc.) in terms of their political beliefs, rise to power, childhood, etc. The assignment requires students to research the dictators, write expository paragraphs about each point of comparison, and then choose an appropriate medium for sharing the information with their classmates (i.e. PowerPoint, poster, etc.). In addition to the content and presentation, students are also assessed on their public speaking skills, a carryover from the previous semester's content.

Assessment:

Summative: Assignment rubric

Instructional Timeline:

Spring semester, third unit

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Reading/Language Arts Standard/Benchmark:

4B: The student will utilize multiple resources such as instructors, peers, computer applications, electronic media, and print materials to correct and improve written work

Grade Level Objective:

- i. Use a variety of strategies for reviewing and editing, including conferring with others
- iv. Reflect writer's personal style and viewpoints to suit the purpose of writing

Instructional Strategies:

Informative Speech: Once the initial draft for this speech is written, students exchange papers with others in order to complete peer evaluation forms. The content of these forms ask the reviewer to critique the author in areas such as thesis statement, transitions, support/evidence, sentence structure, and mechanics. Students then use the suggestions to improve their rough draft to create a second draft which is then reviewed by the instructor with the student present.

Assessment:

Formative: Peer evaluation forms, teacher conferencing

Summative: Informative speech rubric

Instructional Timeline:

Fall semester, fourth speech

MStM Reading/Language Arts Curriculum Lesson Plan Template

Course: English II

Grade Level(s): 10th-12th

Teacher: J. Moser

Reading/Language Arts Standard/Benchmark:

5A. The student will use techniques of clear and appropriate communication

Grade Level Objective:

- i. Use authentic voice that reflects the speaker's commitment of the message and personal style.
- ii. Use language that promotes emotional responses related to the speaker's purpose.
- iii. Use a variety of verbal and nonverbal techniques for presentation.
- iv. Demonstrate acceptable levels of poise, including eye contact, body position/movement, and vocal expression.
- v. Use appropriate pronunciation and clear articulation
- ix. Demonstrate understanding by paraphrasing

Instructional Strategies:

Fall semester formal speeches: While each formal speech (personal narrative, oral interpretation, informative, persuasive, and expository) has its own set of specific content and grading criteria, they all demand usage of these techniques of clear and appropriate communication. At the beginning of the year, the instructor models several examples of "what not to do in public speaking" to allow students the opportunity to identify and prescribe remedies for common faults in formal speaking.

Assessment:

Formative: Teacher observation

Summative: Speech assignment rubric

Instructional Timeline:

Spring semester, third unit

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Reading/Language Arts Standard/Benchmark:

5A. The student will use techniques of clear and appropriate communication

Grade Level Objective:

- vi. Engage in purposeful and meaningful dialogue
- vii. Demonstrate respect for other viewpoints
- viii. Ask relevant questions and respond to questions.
- x. Apply knowledge of conflict resolution through negotiation and compromise

Instructional Strategies:

Classroom rules and expectations: Each class gets the same set of classroom rules and expectations. Students are expected to conduct themselves in a civil, appropriate manner both in and out of the classroom. Each one of these grade level objectives is covered in the general behavior expectations in my classroom and students are under constant assessment in all assignments.

Assessment:

Formative: Teacher observation

Summative: Quarterly participation score

Instructional Timeline:

Spring semester, third unit