

**CLASS: Ninth Grade Literature**  
**Block Scheduling Plan Format**

Date:

**Activity 1: Silent Sustained Reading**

Aesthetic Capacity	Objective(s)	Procedures & Strategies	Data, Evaluation, Observation	CCCS
<ol style="list-style-type: none"> <li>1. Embodiment</li> <li>2. Questioning</li> <li>3. Identifying Patterns</li> <li>4. Making Connections</li> <li>5. Exhibiting Empathy</li> <li>6. Creating Meaning</li> <li>7. Reflecting, Assessing</li> </ol>	<ol style="list-style-type: none"> <li>1. SWBAT develop a sense of identity by selecting popular quotes that are their, "words to live by."</li> <li>2. SWBAT dissect the quotes in order to understand what each really means.</li> <li>3. SWBAT connect their quotes to teacher's choice of ninth-grade literature. (Common Themes).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will brainstorm popular quotes that connect with their personal life and identity.</li> <li>2. Students work in small groups to share their quotes with each other and explain the various possible meanings of each.</li> <li>3. Students vote for their favorite quote and tell each other how it is connected to their specific experiences. Student groups write their favorite quote on a sheet of paper.</li> <li>4. Teacher posts quotes in the front of the room, then directs students to select one with which to work; students individually connect the quote to their personal interests and experiences.</li> <li>5. After students reflect on personal connections to their quote, students will complete graphic organizer with the aim of making three connections to a selection of literature in grade-specific curriculum.</li> <li>6. Closure: Call out reporting. Students share their connections with each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal connection paragraphs.</li> <li>2. Completed graphic organizers with three connections made to the literature.</li> </ol>	<p>1.A.1 1.A.2 1.A.3 1.A.4 1.A.5 1.A.6 1.A.7 1.A.9 1.A.10 1.B.1 1.B.2 1.B.3 1.B.5 1.B.6 1.B.7 1.B.8 1.B.10 3.2.a 3.2.b 3.2.c 3.2.d 3.2.e 3.2.f 3.3.a 3.3.b 3.3.c 3.3.d 3.3.e 3.4 3.5 4.1.a 4.1.b 4.1.c 4.1.d 4.3 4.4 4.5 4.6 5.1 5.2 5.3</p>

## Sample Lesson Plan Template

**Course:** 10<sup>th</sup> Grade

**Date:**

**Instructor:** Bowers/Harrington

**Habit of the Graduate (Choose 1):**

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge**
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

**Habit of the Graduate: Marking Period Focus Question:**

***What steps am I taking to better myself academically?***

**Title of Lesson:** Setting Goals for the Marking Period

### **NJCCCS: 3. Writing**

3. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Objective:** SWBAT develop academic goals through brainstorming and the completion of goal setting organizer

**Procedures:**

**Do Now:** Brainstorm ideas for what helps you do better in school (i.e. sleep, eating well, exercise, organization, making time to study, etc.) (5 minutes)

- Students/ Teacher will discuss responses to Do Now (5 minutes)
- Students will complete a goal setting graphic organizer/ teacher will model setting a goal and how to achieve the goal (25 minutes)

**Closure:** Students will share goals and how goals will be achieved through class discussion (8 minutes)

**Assessment:** Class discussion/ completion of graphic organizer

**Modifications:** TBD

Name: \_\_\_\_\_

Marking Period: \_\_\_\_\_

### Goal Setting

➤ Goal #1

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➤ Steps:

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➤ Goal

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➤ Steps:

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➤ Goal

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➤ Steps:

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Sample Lesson Plan Template

**Course:** English 3-2

**Date:** 3/28/11

**Instructor:** Melanie Van Pell & Allyson Weintraub

**Habit of the Graduate (Choose 1):**

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

**Habit of the Graduate: Marking Period Focus Question:**

Grade 11 Marking Period 1 – Where do you see yourself in two years? Draw a representation of this vision.

**Title of Lesson:** INVESTING today leads to a RICHER tomorrow

• **NJCCCS:** ELA Common Core State Standards Initiative 3: Writing Grades 11-12 Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences ELA Common Core State Standards Initiative 4: Speaking and Listening Grades 11-12 Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Objectives:**

The student will be able to develop a vision of where their lives will be in two years by evaluating their current interests and establish criteria that will assist them in accomplishing these goals.

**Procedure:**

Day 1

- **Define** the Grade 11 Habit of the Graduate statement: Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow- students will define this statement in their own words, what it means to them.
- **Pair/Share** – Students will team up with 1 or 2 other students and discuss the meaning of the statement.
- As a class generate the necessary components needed in order to Be Your Best Today to Be the Best for Tomorrow.

Closure: Students will complete an exit slip of where they are going to be in 2 years.

## Day 2

- Students will complete Teacher generated Personal Inventory addressing both present interests and future goals.

Closure: Students will complete Exit Slip towards the end of the period asking them:

List 3 interests that you think you will still have in 2 years and list 3 interests you think you may grow out of in 2 years.

## Day 3

- Review Day 2 Exit Slips
- Students will then write a letter to themselves in 2 years describing where they are going and how they got there.

Closure: 5 minutes partner peer editing

## Day 4

- Students will complete the letter to themselves
- Students will then begin working on a collage which will document their journey over the next two years. This collage needs to show how the investment they make today will lead them to a richer tomorrow.

## Day 5

- Students will finish their collage
- Students will present to the class their collage and their letter to themselves, which should show where they see themselves in two years and how they accomplished this.

**Closure:** Day 5 includes a Presentation of letter and collage

**Assessment:** Letter Writing Rubric and Visual Rubric

**Modifications:** Extra Time when necessary, presentations on a case to case basis

Instructors: DiOrio/Unangst/DiRocco/Troy

Course: 11<sup>th</sup> grade English

Unit: Habits of the Graduate

Theme: Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow

Date: Beginning of September

Focus Question: Where do you see yourself in two years? Draw a representation of this vision.

Title of the Lesson: Where Are You Now?

Objectives: SWDTA to describe his/her present state by creating a t-chart of qualities/descriptions, composing an in-class journal entry based on the title of the lesson, drawing a visual representation, participating in a follow-up discussion/presentation, and composing an article

Procedure/Do Now: Create a t-chart in which you state how you see yourself now (including both positive and negative qualities/descriptions).

Put a star next to your BEST quality/description.

Share with a partner and then share with the larger class (strategy: pair-share).

Procedure/Compose: Write a journal entry about where you see yourself now.

Procedure/Visualize: Draw a picture of how you see yourself now. Share with a partner and then share with the larger class (strategy: pair-share).

Closure: Using post-it notes, students will explain how they felt about the activity, what they learned about themselves, or what they learned about others. They will then post the notes on the board and the teacher will read them aloud.

Formative Assessment: Feedback given during discussion/presentations.

Summative Assessment: Students will write a “Where were you then and where are you now” article explaining the current state of their lives and their lives two years in the future. “Two years in the future” will be the present time of the article. The article must contain a picture of the student/vision. The teacher will provide an example that includes an appealing headline, appropriate article format, and a picture.

Modifications: T-chart/graphic organizer and exemplar article written by teacher

Links to literature: Students can write a “then/now” article for a character in a summer reading book.

Lesson Plan

**Course:** Grade 12

**Date:** 3/28/11

**Instructor:** C. Maitner; P. McCaffrey; T. Patton; R. Uyola; K. Weiner-Hart

**Habit of the Graduate (Choose 1):**

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community - **THIS ONE IS GRADE 12**

**Habit of the Graduate: Marking Period Focus Question:**

What kind of an Eagle am I?

**Title of Lesson:** What kind of an Eagle am I?

**NJCCCS:** #3 Writing: #2- all bullets / #4: Speaking and Listening #1- all bullets / Presentation of Knowledge and Ideas: #4 /

#5 Language -bullets 1 and 2

**Objectives:** TLWBAT comprehend the Eagle metaphor for grade 12 question posed. TLWBAT write informative/explanatory texts to examine and convey complex ideas, concepts, information, clearly, through effective organization of content. TLWBAT initiate and participate effectively in a range of collaborative discussions. TLWBAT demonstrate command of the conventions of standard English grammar and usage when writing.

**Procedure:** 1. Give Eagle term types: soaring; broken wing; reluctant to leave the nest, etc. Students summarize on an organizer and find out with which one they most identify. 2. Students are grouped by ID and come up with characteristics list to present to class. 3. Students use chart to outline and then write an in-class essay, following holistic rubric provided.

**Closure:** 1. Reflection- create a personal checklist of resolutions i.e. how to start soaring...fix a broken wing... leave the nest...

2. Save and periodically update progress towards goals as the year progresses.

**Assessment:** Essay

**Modifications:** Graphic Organizers; Individual feedback provided by teacher

Procedure:

Students will create artwork and take breaks to Discuss/critique for improvements.

Students will constructively analyze artwork for the requirements of the lesson

After critique students continue working based on constructive criticism.

Closure:

Students will present artwork that is Finished to the class.

The assignment will be turned in with a Project journal sheet.

The project journal sheet should show the Critique comments and show which were implemented.

Assessment:

Journal entries/logs
Rubrics/Checklists
Teacher handouts/worksheets
Students oral response/critique
Teacher observation

Modifications:

Small group critiques.

Repeat Critique instructions Daily

A sheet for Critique questions readily available.

A sheet of project requirements.

Individualized Student Instruction as per IEP

\*\*\*\*See attached forms in email:

**Course:** English 12-2

**Date:** Marking period 1

**Instructor:** Moguillanes, Mitchell, Kaplan and Wallace

**Habit of the Graduate:**  Be a Positive Influence in Your School Community

**Habit of the Graduate: Marking Period Focus Question:**

What kind of Eagle am I? (ie Soaring, Broken Wing, Reluctant to leave the nest)

**Title of Lesson:** Introduction to the course

**NJCCCS:** 4.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Objectives:**

**SWBAT** begin a comprehension of their personalities and their “eagles” will be revealed through the literature read this year by participating in the Colors Personality Study.

**Procedure:**

I. Introduce the various types of Eagles- Represented by the colors personality test

- Dependable Eagle (Gold)
- Mother\Father Eagle (Blue)
- Thinking Cap Eagle (Green)
- Energetic Eagle (Orange)

II. Hand out color sheets one by one. Students will order them according to their preferences.

III Once ordered, turn over #1. Does that sound like you? Same with second through fourth sheets.

IV. Check with word sheet.

V. Go into groups by nest. Go over traits- We are the\_\_\_\_\_’s sheets.

VI. How do you think these eagles will interact? Who would get along? What are the values of each?

**Closure:**

*Make a motto for your nest, which will give the other flocks an idea what your flock is all about.*

**Assessment:**

How will the nest interact?

**Modifications:**

- See attached chart
- Clarify directions
- Explain directions
- Review each color