

Mark Blohm's 1st Semester Lesson Plans

The Affiliated International High School of NCCU

Syllabi

國立政治大學附屬高級中學教學進度與計畫表 108 學年第 1 學期

適用班級	111	上課教材 Materials	Into Literature American Literature (Volume 1)
上課節數 Number of classes	1	上課地點 Location	分組教室四
任課教師 Teacher	Mark Blohm	課程名稱 Course Title	English
教學目標 Objectives	<ul style="list-style-type: none"> ● Goals <ul style="list-style-type: none"> ○ Develop Critical Reading, Writing, and Thinking Skills <ul style="list-style-type: none"> ■ Use the Literature to write these types of essays <ul style="list-style-type: none"> ● narrative ● persuasive ● descriptive ● expository ● letter ● college entrance ■ Develop reading, writing, listening and speaking skills which are necessary to perform well on international standardized tests and in university programs 		
評量方式 Assessment Method	<ul style="list-style-type: none"> ● 12 Essays 	成績計算方式 Calculation Method	<ul style="list-style-type: none"> ● Essays 100% <ul style="list-style-type: none"> ○ scores out of 20 points
上課須知 Class Rules	<ul style="list-style-type: none"> ● Be positive and work together. ● Having fun in class is good, but you still have to follow my directions and be respectful. ● You will benefit more by seeing me as your teacher rather than as your friend. Therefore, you should refer to me by my family name even though teachers refer to me with my given name. ● If you are late, come in the front door and explain rather than sneaking in the back door without looking at me. ● I want you to talk during activities, group discussion and class discussion. Asking questions is especially good. When I am talking to the class or someone else is talking to the class, do not talk. If you would like to answer a question, ask a question, or comment, raise your hand and I or the person speaking will point to you. ● Talk directly to me if you think there is some problem. 		

授課大綱		預定教學進度		預定作業 Homework	備註
週次	日 期	章節(課) Chapter	教學內容 Content		
1	8/26~8/30				8/30 開學
2	9/2~9/6				9/2 高二期初複習考
3	9/9~9/13				9/13 中秋節放假
4	9/16~9/20	Unit 1	The World on the Turtle's Back	p . 17	
5	9/23~9/27	Unit 1	Balboa	p. 31	
6	9/30~10/5	Unit 1	A Desperate Trek Across America	p. 43	10/5 調整上班上課
7	10/7~10/11	10/7-10/8 第一次定期評量			10/10~10/13 國慶日連假
8	10/14~10/18	Unit 1	Here Follow Some Verses Upon the Burning of Our House	p. 53	
9	10/21~10/25	Unit 1	Of Plymouth Plantation and Coming of Age in the Dawnland	p. 63 and 77	
10	10/28~11/2	Unit 2	The Declaration of Independence	p. 109	11/2 校慶
11	11/4~11/8	Unit 2	Thomas Jefferson: The Best of Enemies	p . 123	11/4 校慶補假
12	11/11~11/15	Unit 2	A Soldier for the Crown	p. 139	
13	11/18~11/22	Unit 2	The Autobiography	p. 153	
14	11/25~11/29	11/27-11/28 第 2 次定期評量(國高一二)			
15	12/2~12/6	Unit 2	On Being Brought From Africa to America and Sympathy	p . 165	12/2~4 高中部作業抽查 12/5~6 國中部作業抽查
16	12/9~12/13	Unit 2	Letter to John Adams and Lean In	p . 175 and 187	12/12-13 生活體驗營(國高一)
17	12/16~12/21	Unit 3	Song of Myself and My Friend Walt Whitman	p . 221 and 229	12/21 調整上班上課
18	12/23~12/27	1/3 藝能科期末評量			
19	12/30~1/4	Unit 3	Poems by Emily Dickinson	p. 232- 241	1/1 開國紀念日放假、 1/4 調整上班上課
20	1/6~1/10	Unit 3	In the Season of Change	p. 249	
21	1/13~1/16	1/14-1/15 第 3 次定期評量(國高一二)			1/16 休業式

國立政治大學附屬高級中學教學進度與計畫表
108 學年第 1 學期

適用班級		上課教材 Materials	n/a
上課節數 Number of classes	1	上課地點 Location	分組教室四
任課教師 Teacher	Mark Blohm	課程名稱 Course Title	Social Science Research Seminar
教學目標 Objectives	<ul style="list-style-type: none"> ● Goals <ul style="list-style-type: none"> ○ Design an outline for a research paper ○ Write the rough draft of research paper ● Objectives <ul style="list-style-type: none"> ○ Form groups ○ Do Preliminary Research ○ Present Topics ○ Design Structure of Outline ○ Add subsections to Outline ○ Learn how to cite using APA format ○ Develop a list of references ○ Add content to the outline ○ Complete rough draft ○ Present Findings 		
評量方式 Assessment Method	<ul style="list-style-type: none"> ● Research Paper Outline ● Homework ● In-class work 	成績計算方式 Calculation Method	<ul style="list-style-type: none"> ● Research Paper Outline 40% ● Homework 30% ● In-class work 30%
上課須知 Class Rules	<ul style="list-style-type: none"> ● Be positive and work together. ● Having fun in class is good, but you still have to follow my directions and be respectful. ● You will benefit more by seeing me as your teacher rather than as your friend. Therefore, you should refer to me by my family name even though other teachers refer to me with my given name. ● If you are late, come in the front door and explain rather than sneaking in the back door without looking at me. ● I want you to talk during activities, group discussion and class discussion. Asking questions is especially good. When I am talking to the class or someone else is talking to the class, do not talk. If you would like to answer a question, ask a question, or comment, raise your hand and I or the person speaking will point to you. ● Talk directly to me if you think there is some problem. 		

授課大綱		預定教學進度		預定作業 Homework	備註
週次	日期	章節(課) Chapter	教學內容 Content		
1	8/26~8/30		n/a		8/30 開學
2	9/2~9/6		Groups and Topics		9/2 高二期初複習考
3	9/9~9/13		Do Preliminary Research		9/13 中秋節放假
4	9/16~9/20		Present Topics		
5	9/23~9/27		Design Structure of Outline		
6	9/30~10/5		Add subsections to Outline		10/5 調整上班上課
7	10/7~10/11	10/7-10/8 第一次定期評量			10/10~10/13 國慶日連假
8	10/14~10/18		Field Trip		
9	10/21~10/25		Learn how to cite using APA format		
10	10/28~11/2		Develop a list of references		11/2 校慶
11	11/4~11/8		Add content to the first section of the outline		11/4 校慶補假
12	11/11~11/15		Add content to the second section of the outline		
13	11/18~11/22		Add content to the third section of the outline		
14	11/25~11/29	11/27-11/28 第 2 次定期評量(國高一二)			
15	12/2~12/6		Add content to the fourth section of the outline		12/2~4 高中部作業抽查 12/5~6 國中作業抽查
16	12/9~12/13		Complete Rough draft		12/12-13 生活體驗營(國高一)
17	12/16~12/21		Edit Rough Draft		12/21 調整上班上課
18	12/23~12/27	1/3 藝能科期末評量			
19	12/30~1/4		Present draft		1/1 開國紀念日放假、1/4 調整上班上課
20	1/6~1/10		Present draft		
21	1/13~1/16	1/14-1/15 第 3 次定期評量(國高一二)			1/16 休業式

國立政治大學附屬高級中學教學進度與計畫表
108 學年第 1 學期

適用班級		上課教材 Materials	A4 Lined Notebook for Writing
上課節數 Number of classes	1	上課地點 Location	分組教室四
任課教師 Teacher	Mark Blohm	課程名稱 Course Title	International English
教學目標 Objectives	<ul style="list-style-type: none"> ● Goals <ul style="list-style-type: none"> ○ Develop Critical Reading, Writing, and Thinking Skills in 4 subject areas <ul style="list-style-type: none"> ■ Literature ■ Science ■ Social Studies ■ Math ○ Develop an Interest for International Education <ul style="list-style-type: none"> ■ Develop reading, writing, listening and speaking skills which are useful in international standardized tests and in university programs ● Objectives <ul style="list-style-type: none"> ○ Complete in-class assignments and homework. ○ Complete monthly tests. 		
評量方式 Assessment Method	<ul style="list-style-type: none"> ● Monthly Tests ● Homework ● Essays 	成績計算方式 Calculation Method	<ul style="list-style-type: none"> ● Monthly Tests 40% ● Homework 30% ● In-class work 30%
上課須知 Class Rules	<ul style="list-style-type: none"> ● Be positive and work together. ● Having fun in class is good, but you still have to follow my directions and be respectful. ● You will benefit more by seeing me as your teacher rather than as your friend. Therefore, you should refer to me by my family name even though other teachers refer to me with my given name. ● If you are late, come in the front door and explain rather than sneaking in the back door without looking at me. ● I want you to talk during activities, group discussion and class discussion. Asking questions is especially good. When I am talking to the class or someone else is talking to the class, do not talk. If you would like to answer a question, ask a question, or comment, raise your hand and I or the person speaking will point to you. ● Talk directly to me if you think there is some problem. 		

授課大綱		預定教學進度		預定作業 Homework	備註
週次	日期	章節(課) Chapter	教學內容 Content		
1	8/26~8/30	n/a			8/30 開學
2	9/2~9/6		Literature		9/2 高二期初複習考
3	9/9~9/13		Science		9/13 中秋節放假
4	9/16~9/20		Social Studies		
5	9/23~9/27		Math		
6	9/30~10/5		Literature		10/5 調整上班上課
7	10/7~10/11	10/7-10/8 第一次定期評量			10/10~10/13 國慶日連假
8	10/14~10/18		Science		
9	10/21~10/25		Social Studies		
10	10/28~11/2		Math		11/2 校慶
11	11/4~11/8		Literature		11/4 校慶補假
12	11/11~11/15		Science		
13	11/18~11/22		Social Studies		
14	11/25~11/29	11/27-11/28 第 2 次定期評量(國高一二)			
15	12/2~12/6		Math		12/2~4 高中部作業抽查 12/5~6 國中部作業抽查
16	12/9~12/13		Literature		12/12-13 生活體驗營(國高一)
17	12/16~12/21		Science		12/21 調整上班上課
18	12/23~12/27	1/3 藝能科期末評量			
19	12/30~1/4		Social Studies		1/1 開國紀念日放假、 1/4 調整上班上課
20	1/6~1/10		Math		
21	1/13~1/16	1/14-1/15 第 3 次定期評量(國高一二)			1/16 休業式

Sample Lesson Plans

Lesson Plan (December 3rd, 2019)

Subject(s): American Literature

Grade: 11

Teacher(s): Mark Blohm

School: AIHSNCCU

LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
<p>1. <i>Common Core Learning Standard(s) Addressed:</i></p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RL.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>CCSS.ELA-LITERACY.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	
<p>2. <i>Learning Target(s): (What will students know & be able to do as a result of this lesson?)</i></p> <ul style="list-style-type: none"> Analyze text structure Analyze literary elements Determine author's purpose 	<ul style="list-style-type: none"> Objectives <ul style="list-style-type: none"> Structure Literary Elements Author's Purpose
<p>3. <i>Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</i></p> <ul style="list-style-type: none"> Be grateful for the life you have <ul style="list-style-type: none"> Phillis Wheatley died in her early 30's. Our quality of life, at least materially, is far better than in the past. 	

<p>4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)</p> <ul style="list-style-type: none"> • Complete the "Quick Start" chart on page 157 • Complete(with a partner) the "Analyze Theme" chart on page 157 • Underline(with a partner) the stressed syllables in the poem • Put a square (with a partner) around words in the first stanza that internally rhyme • Circle (with a partner) consonants in line five, six and seven that show alliteration(consonance) • Think individually, then share with a partner the answers to the "Check Your Understanding" questions on page 161 	<ul style="list-style-type: none"> • pages <ul style="list-style-type: none"> ○ 157 - 161
<p>5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)</p> <ul style="list-style-type: none"> • Review: Ben Franklin's Autobiography <ul style="list-style-type: none"> ○ Question: His goal was to live without fault at any time. Is this possible when life isn't fair, or when one doesn't have full rights in a society(oppression)? • Picture Word Inductive Model(p.160) <ul style="list-style-type: none"> ○ look at the picture of Phillis Wheatley ○ write words that you associate with the picture ○ share with partner ○ share with class <ul style="list-style-type: none"> ■ pairs have choice to share words only or share plus explanation • Quick Start(p.157): Complete Chart Individually and Pair <ul style="list-style-type: none"> ○ Students write individually and then share with a partner ○ Class discussion: students share whether they have more items on one side of the chart or the other; they have the extra option to share what they wrote in the chart ○ Groups should share at least one item from one of their charts • Background(p.159) <ul style="list-style-type: none"> ○ Teacher reads background ○ Questions <ul style="list-style-type: none"> ■ How was she educated? ■ Was she an exceptional person for this time period? ■ What does her life tell us about the society in which she lived? • Analyze Sound Devices and Voice(Discuss) p. 158 <ul style="list-style-type: none"> ○ rhyme, internal rhyme, end rhyme, rhythm, repetition, alliteration • Read the poem and memorize <ul style="list-style-type: none"> ○ Teacher reads poem ○ Assign one line to each pair to memorize. Then we read the poem again, line by line, group by group. 	

<ul style="list-style-type: none"> ● Analyze Speaker: Discuss <ul style="list-style-type: none"> ○ Discuss how a poem's speaker may be a persona ● Analyze Theme(p.157): Complete Chart(left side) <ul style="list-style-type: none"> ○ Students copy chart in their notebooks ○ (Individually) write down words or phrases(details) that suggest a theme <ul style="list-style-type: none"> ■ pay attention to words highlighted by sound devices ○ share with a partner the details you wrote ○ discuss possible themes with a partner ○ make notes in the chart with themes as categories and listing details for each theme ● Check Your Understanding(p.161) <ul style="list-style-type: none"> ○ Individually, students think about, then select the answers to the three questions ○ Discuss answers with partner ○ Class discussion of answers 	<p>6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)</p> <ul style="list-style-type: none"> ● Textbook: American Literature, Volume 1(HMH) ● Youtube Video: Biography Phillis Wheatley(https://www.youtube.com/watch?v=qjWDBQ9-58g)
<p>7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)</p> <ul style="list-style-type: none"> ● CAL(Center for Applied Linguistics) 5 Principles for content-based teaching <ul style="list-style-type: none"> ○ Focus on academic language, literacy and vocabulary <ul style="list-style-type: none"> ■ sound devices, theme, relevance ○ Connect Background knowledge and culture to learning <ul style="list-style-type: none"> ■ Ben Franklin, A Soldier for the Crown, daily life ○ Increase Comprehensible Input and Output <ul style="list-style-type: none"> ■ Picture Word Induction Model; Video; Think, Pair, Share; Reading Poem Aloud ○ Promote Classroom Interaction <ul style="list-style-type: none"> ■ Think, Pair, Share; Task-Based Activities ○ Stimulate Use of Higher Order Thinking <ul style="list-style-type: none"> ■ Open Questions 	<p>8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)</p> <ul style="list-style-type: none"> ● Reminders about class rules, especially how to share your thoughts, answers and comments with the class <ul style="list-style-type: none"> ○ raise hand

Lesson Plan (December 4th, 2019)

Subject(s): American Literature

Grade: 11

Teacher(s): Mark Blohm

School: AIHSNCCU

LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>READING</p> <p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RL.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS.ELA-LITERACY.RL.11-12.6</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>WRITING</p> <p>CCSS.ELA-LITERACY.W.11-12.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	

<p>2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)</p> <ul style="list-style-type: none"> Analyze text structure Analyze literary elements Analyze and compare themes Compare voice and tone Determine author's purpose Write the plot structure for a short story adapted from the poems or themes of the two poems 	<ul style="list-style-type: none"> Objectives <ul style="list-style-type: none"> Structure Literary Elements <ul style="list-style-type: none"> repetition and rhyme imagery and sensory detail alliteration voice Author's Purpose
<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <ul style="list-style-type: none"> The ability to see issues from more than one perspective is important for problem solving in one's personal, academic and professional life. Be grateful for the life you have. <ul style="list-style-type: none"> Paul Laurence Dunbar died at age 33. 	<ul style="list-style-type: none"> pages <ul style="list-style-type: none"> 162 - 165
<p>4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)</p> <ul style="list-style-type: none"> (In pairs) underline the stressed syllables in stanzas two and three (In pairs) identify the stanza with the different rhyme scheme from the other two (In pairs) identify the alliteration in the poem: s-words, b-words, f-words, p-words (individually, then in pairs) Answer the "Check Your Understanding" questions on page 163 (In pairs) Answer the "Analyze the Text" questions on page 164. Each pair gets one question. (In pairs) students complete a prose adaptation chart of the poem they like best <ul style="list-style-type: none"> Homework: students individually write the story for homework 	

<ul style="list-style-type: none"> ○ next class, they will peer edit their stories 	
<p>5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)</p> <ul style="list-style-type: none"> ● Discuss the video that students watched for homework: <ul style="list-style-type: none"> ○ Wheatley publicly supports George Washington even though the British were offering freedom to slaves who fought for them. What short story that we have read is also about this issue? ● Read the poem: Teacher reads the poem. ● Answer Questions: <ul style="list-style-type: none"> ○ Written on Board <ul style="list-style-type: none"> ■ Question 1: What is repeated in the poem? What was the rhyme scheme and meter for yesterday's poem? What is the rhyme scheme and meter for this poem? ■ Question 2: What imagery and sensory detail are present in each stanza? Think for one minute, then share with a partner followed by class discussion. ■ Question 3: What alliteration is present in each stanza? Think for one minute, then share with a partner followed by class discussion. s-words, b-words, f-words, p-words ■ Question 4: What is the author's voice(his unique use of language, which allows the reader to "hear" a human personality in the writing)? ○ Think for one minute about these questions, then share with a partner followed by class discussion. ● Complete the "Check Your Understanding" questions(p.163) <ul style="list-style-type: none"> ○ Complete individually, share with partner, class discussion ● (In pairs) Answer the "Analyze the Text" questions on page 164. <ul style="list-style-type: none"> ○ Each pair gets one question. ● (In pairs) students complete a prose adaptation chart of the poem they like best <ul style="list-style-type: none"> ○ Watch video about Aladdin's Plot Structure: https://www.youtube.com/watch?v=ffAOkGg2Lr4 ○ Homework: students individually write the story for homework ○ next class, they will peer edit their stories, distribute digital file of peer edit checklist <ul style="list-style-type: none"> ■ 300 to 400 words ■ choose narrator's perspective ■ use a "Soldier for the Crown" as a model on how to organize narration, quotes and paragraphs 	
<p>6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)</p> <ul style="list-style-type: none"> ● Textbook: American Literature, Volume 1(HMH) ● Handout: Story Map ● Video: https://www.youtube.com/watch?v=ffAOkGg2Lr4 ● Short Story Peer Editing Checklist(link) 	

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

- CAL(Center for Applied Linguistics) 5 Principles for content-based teaching
 - Focus on academic language, literacy and vocabulary
 - sound devices, theme, relevance
 - Connect Background knowledge and culture to learning
 - Phillis Wheatley, A Soldier for the Crown, American History,
 - Increase Comprehensible Input and Output
 - Video; Think, Pair, Share; Reading Poem Aloud; Creating Short Story
 - Promote Classroom Interaction
 - Think, Pair, Share; Task-Based Activities
 - Collaborating on Plot Structure for Short Story
 - Stimulate Use of Higher Order Thinking
 - Open Questions
 - Adapting poems to a different genre

8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)

- Reminders about class rules, especially how to share your thoughts, answers and comments with the class
 - raise hand

Lesson Plan (December 10th, 2019)

Subject(s): American Literature

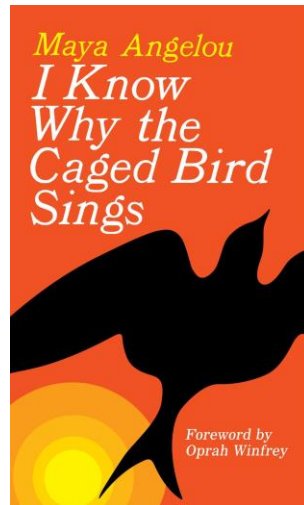
Grade: 11

Teacher(s): Mark Blohm

School: AIHSNCCU

LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.11-12.5 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.</p>	
<p>2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)</p> <ul style="list-style-type: none"> ● Peer Edit Using Checklist ● Present selections from their stories to the class ● Analyze “Letter to John Adams” <ul style="list-style-type: none"> ○ author’s purpose 	<ul style="list-style-type: none"> ● Peer Editing Checklist ● Present ● Letter to John Adams
<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <ul style="list-style-type: none"> ● Collaborative Learning ● Improve communication <ul style="list-style-type: none"> ○ with people in your family ○ across cultures 	<ul style="list-style-type: none"> ● Take Responsibility for Improving Your Writing ● Cross-cultural perspective
<p>4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like?)</p> <ul style="list-style-type: none"> ● Complete the Short Story Peer Editing Checklist ● Share a selection(paragraph) of their story with the class ● Complete the “Analyze Author’s Purpose”(p. 169) ● Complete the “Critical Vocabulary” activity(p.170) 	<ul style="list-style-type: none"> ● Peer Editing Checklist ● Share Selection ● Author’s Purpose ● Critical Vocabulary

<p>5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)</p> <ul style="list-style-type: none"> ● Distribute Handout of Short Story Peer Editing Checklist <ul style="list-style-type: none"> ○ In pairs, students first read and then complete the checklist on the second reading of their partner's short story ○ Choose one paragraph that each of them will share with the class. ● Students Share Selections ● Discussion: Who is John Adams? Who is Abigail Adams? Why are they important figures in American History? ● Complete the "Analyze Author's Purpose"(p. 169) ● Complete the "Critical Vocabulary" activity(p.170)
<p>6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)</p> <ul style="list-style-type: none"> ● Textbook: American Literature, Volume 1(HMH) ● Handout: Story Map ● Short Story Peer Editing Checklist(link)
<p>7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)</p> <ul style="list-style-type: none"> ● CAL(Center for Applied Linguistics) 5 Principles for content-based teaching <ul style="list-style-type: none"> ○ Focus on academic language, literacy and vocabulary <ul style="list-style-type: none"> ■ formal language ○ Connect Background knowledge and culture to learning <ul style="list-style-type: none"> ■ American History, women's rights, cultural differences ○ Increase Comprehensible Input and Output <ul style="list-style-type: none"> ■ peer editing, open questions for sharing ○ Promote Classroom Interaction <ul style="list-style-type: none"> ■ peer editing ■ sharing selections from short story ■ completing chart ○ Stimulate Use of Higher Order Thinking <ul style="list-style-type: none"> ■ Open Questions ■ Creating a short story based on poetry
<p>8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)</p> <ul style="list-style-type: none"> ● Reminders about class rules, especially how to share your thoughts, answers and comments with the class <ul style="list-style-type: none"> ○ raise hand



Plot Diagram for _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

10. _____

11. _____

12. _____

13. _____

Rising Action

←

Falling Action

→

Exposition

Protagonist:

Antagonist:

Setting – Time:

Setting – Place:

Internal Conflict:

External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Irony:

Climax:

Resolution:

Name _____

Sympathy

BY PAUL LAURENCE DUNBAR

I know what the caged bird feels, alas!

When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;

When the first bird sings and the first bud opes,
And the faint perfume from its chalice steals—
I know what the caged bird feels!

I know why the caged bird beats his wing

Till its blood is red on the cruel bars;
For he must fly back to his perch and cling
When he fain would be on the bough a-swing;
And a pain still throbs in the old, old scars
And they pulse again with a keener sting—
I know why he beats his wing!

I know why the caged bird sings, ah me,

When his wing is bruised and his bosom sore,—
When he beats his bars and he would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart's deep core,
But a plea, that upward to Heaven he flings—
I know why the caged bird sings!

Short Story Rubric

	Excellent	Acceptable	Needs Work	Poor
Content	Interesting title, effective hook, original and well-developed plot, developed characters, clear setting and effective dialogue. (5-4 points)	The meaning of the relationship between the plot, characters and setting is vague. Not much dialogue. (3 points)	Characters and Setting not well described or explained. No dialogue. (2-1 points)	Incoherent or little information. (0 points)
Organization	Clear plot order(Exposition, Rising Action, Climax Falling Action, Conclusion) (5-4 points)	Some parts of each section are not explained clearly. (3 points)	Sections of the plot are missing. (2-1 points)	Incoherent organization. (0 points)
Grammar and Sentence Structure	There are few grammatical errors in the full text, and the structure of the sentences are rich and varied. (4 points)	There are few grammatical errors and it does not affect the expression of the meaning of the story. (3 points)	There are many grammatical errors, and it obviously affects the expression of the meaning of the story. (2-1 points)	Major errors and unclear meaning. (0 points)
Word Choice and Spelling	The words are precise and appropriate and there are few misspellings. (4 points)	The words are monotonous, repeated, misplaced. Small spelling errors that don't affect the expression of the story. (3 points)	Many words and spelling errors, which obviously affect the meaning of the story. (2-1 points)	Plagiarized or unrelated pieces of information. (0 points)
Style	There are no errors in format, punctuation, and capitalization. (2 points)		Format, punctuation, etc. have errors, but do not affect the expression of meaning. (1 point)	Major errors in style, format, punctuation, capitalization and other errors. (0 points)

SHORT STORY PEER EDITING CHECKLIST

Your Name: _____

Name of Person You're Evaluating: _____

Rate the following areas from 1-5, 1 being "Poor" or "Missing" and 5 being "Excellent." If you give it a "3" or below, please offer your partner a suggestion for how to improve. You may write on this sheet and/or on your partner's story.

REQUIREMENTS	RATING	SUGGESTIONS
Interesting but relevant title	1 2 3 4 5	
Effective narrative hook as first paragraph	1 2 3 4 5	
Original plot	1 2 3 4 5	
Well-developed plot that includes Exposition, Rising Action, Climax, Falling Action, and Resolution	1 2 3 4 5	
Clearly and effectively structured (chronological, flashback, "in medias res")	1 2 3 4 5	
Concluding sentence(s) provide a sense of resolution	1 2 3 4 5	
Character(s) are appropriately developed	1 2 3 4 5	
Shows instead of tells	1 2 3 4 5	
Strong verbs and adjectives	1 2 3 4 5	

Clear setting that invokes a definite mood	1 2 3 4 5	
Clear point of view	1 2 3 4 5	
Effective dialogue with clear tags and description	1 2 3 4 5	
Suspense keeps the reader interested	1 2 3 4 5	
Story has purpose (theme) and does not drag on	1 2 3 4 5	
All parts of the story are appropriately explained	1 2 3 4 5	
Grammar & formatting errors are not a distraction from overall effectiveness	1 2 3 4 5	

What are the strengths of this piece? Be clear and specific.

On what areas should the author focus his/her revision? Be clear and specific.

Lesson Plan (December 31st, 2019)

LESSON PLAN FOR INTRODUCING Transcendentalism

Mark Blohm

Topic: Introducing Transcendentalism (Literature)

Grade Level: 11

Length of Lesson: 50 minutes

Content Objectives

- Students will understand the philosophy of transcendentalism and how it fits in the history of Western Culture and Western Literature. It is a preparation for understanding Walt Whitman's poem "Song of Myself", which will be introduced in the following lesson.

Language Objectives

- Students will be able to understand the video ["Ralph Waldo Emerson on Self Reliance, Cultivating Your Genius and The Curse Of Society"](#)
- Students will be able to understand how Transcendentalism differs from classical religious belief and thinking
- Students will be able to understand how Transcendentalism and Ralph Waldo Emerson's ideas are representative of American culture and thinking
- Students will think of contemporary examples that demonstrate

Key Concepts and Vocabulary

- *Transcendentalism, self-reliance, peace of mind, Dark Ages, Renaissance, Age of Reason, the Enlightenment,*

Supplementary Materials Google Slide presentation, video ["Ralph Waldo Emerson on Self Reliance, Cultivating Your Genius and The Curse Of Society"](#)

PREPARATION

- Post the objectives where students can see them.
- Listen to a presentation reviewing the [Ralph Waldo Emerson video](#)
- Establish small groups for discussion activity

PROCEDURE

1. Review concepts: Dark Ages, Renaissance, Age of Reason, the Enlightenment, Modern Era
2. Teacher explains video using presentation
3. Discuss questions raised in video from the video in group activity
 - a. Slide 11:



Students discuss in groups an example of how you felt when you didn't do something you know you should have done AND an example of when you did something you should have done and how you felt

- b. Slide 23



Students discuss in groups an example of some new thing or invention they've seen that they had some ideas about before AND some idea they have currently they think could be a new idea or invention for the future.

4. Teacher answers general questions from groups

REVIEW and ASSESSMENT

- Assess student understanding based on their answers in the group activities
- Assess student understanding and reasoning using paragraph writing assignment for homework

EXTENSION

- Write a paragraph that answers one of the essential questions on page 205. Students use the structure and example sentence to guide their writing.

A Basic Paragraph – 4 key parts

1	Topic sentence – key topics in this paragraph.
2	Development – the main idea / topic discussed in more detail.
3	Example – support / evidence / data / statistics that show your development is valid / credible
4	Summary – overall main point summarised or evaluated.

Where is the best place to visit in Taiwan for outdoor activities?

The best place to visit in Taiwan is Hualien. Hualien has the best natural scenery and outdoor activity options in Taiwan. The two best places to experience nature in Hualien are Taroko gorge and the Qingshui cliffs. They are conveniently located near each other in northern part of the county. Taroko gorge is beautiful. Even if you only ride in a motor vehicle, you will see many beautiful sights. There are many more opportunities for people who enjoy hiking, swimming and other outdoor activities. People who enjoy kayaking and scuba diving can take advantage of the awesome views on the sea below the Qingshui cliffs. These cliffs are more like mountains, whose steep sides plunge almost straight down into the beautiful turquoise waters of the pacific ocean. Taiwan is a must visit for nature lovers and those who seek the thrill of the outdoors, and the best place to enjoy these wonders is definitely in Hualien!