

Mt. Pleasant Public Schools

Pre-Observation Form (Due to administrator 2 days prior to the lesson)

Teacher: Andrew Schoenborn

School: Mt. Pleasant High School

Grade Level(s): 12

Subject: English Language Arts

Observer: Jeff Platte

Date: 12.13.12

Please answer the following questions **and** attach your lesson plan (State Required) as well as any other materials relevant to your lesson.

Questions:

1. To which part of your curriculum does this lesson relate? List state standards.

The lesson fits under the “Balance for Power: Leadership for the American Dream” umbrella of the MDE Curriculum Framework. Throughout the duration of this unit students are asked to understand their personal identity before they empathize with the identities that others ascribe to. The lesson offer an imaginative rehearsal for students as they consider the multi faceted views of others, which, in turn, gives them a framework to see how literacy skills are used with purpose and intent.

Standards addressed in the lesson are listed below:

Writing:

- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **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.
- **W.11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question

(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.11-12.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening:

- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.11-12.4:** 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.
- **SL.11-12.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language:

- **L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.11-12.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.11-12.3:** 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.
- **L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2. How does this learning fit in the sequence of learning for this class?

The outcome for ELA 12B is for each student to put leadership into action by using literacy skills

to give back to the community in a way that is both meaningful for budding student-leaders and the community of their focus. The theme arc for this three-week unit is called "[The Power of Identity](#)" which asks students to identify the power they already have and create empathy to help inspire others to strengthen the community they most identify with.

In the end, students will share a 15-20 minute TED talk style presentation describing their journey and outcomes of their personal leadership in action. The project that they are currently involved in lays the groundwork for what is to come as they practice speaking, writing, and using technology to teach the results of their personal inquiry about identity.

3. Briefly describe the students in this class, including those with special needs (1B).

Though the class is small at sixteen students, it is comprised of six young men and ten young women. Even so, diversity among students exist. Academic variations due to experiences of students previously identified as honors, those whose experience has been only in general education, and students who are also currently dual enrolled. Demographically the class consists of twelve students who identify themselves as Caucasian and four students who identify themselves as Native American.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

This particular lesson is about revision and refinement of a single slide synthesis. Students are nearly finished with slide they have created that will serve as a visual text to enhance an answer to their self-generated inquiry related to identity and based on informational and narrative texts. Students are asked to thoughtfully consider how they might teach an audience what they have learned, and I ask them to use [Writing to Understand](#) as a way to help them organize their ideas into a refined presentation that will help to make them shine as they share their synthesized perspectives. In addition, students are also asked to evaluate and defend the power of word choices, images, fonts, color, and design on their single slide using the [One Slide Synthesis Reflection](#). The purpose of this reflection is to teach students the consider the subtleties involved in the choice they make as authors of digital texts and how those choices affect a potential response from an audience.

As the instructor, I want students to understand the power of writing to help them understand their ideas with clarity. They will gain confidence as their presentation date nears, because they have thought, discussed, and written about their perspective with an eye to other texts. Furthermore, I want students to understand that the choices they make in their writing a visual text, or otherwise, should be done with a specific purpose and intent before sharing the results with a particular audience in mind.

Just below the surface, I also want students to experience a bit of risk taking by working as a team to come to a consensus about an answer they can all agree upon. And, more importantly, how to overcome differences of perspective while honoring the voices of group members. And, embedded in the groups are roles selected by students that are created to encourage autonomy in learning and problem solving skills.

5. How will you differentiate instruction for different individuals or groups of students in the class?

The nature of the project as an inquiry really differentiates itself, as students considered many connotations of the words “identity” and “power.” They used these connotations to generate substantial questions of inquiry, and were asked to choose a question that contained personal meaning. The method described ensures that students choose an inquiry question appropriate to their individual level of achievement.

Beyond that, the writing workshop method itself encourages differentiation, because the teacher plays the role of facilitator, and purposefully engages with individuals and groups by seeking to meet them where they are to deliver a lesson in a one-on-one manner.

6. How and when will you know whether students have learned what you intended (Component 1f)?

The ongoing formative assessments, group conversations, and checks for understanding help me to closely gauge student performance and learning. But, ultimately, the final presentations will shed much light on the learning gained by students working through their personal inquiry.

7. Is there anything that you would like me to specifically observe during the lesson?

As an observer in the classroom, it may be interesting for you to see how students are engaged in their current project. I encourage you to ask students what they are working on and ask them to share their answers, while explaining their visual texts.