

Lesson Plan

BASIC INFORMATION	
Summary	Today is the second day of Albany High School for 9th graders. The objective of today's lessons are: 1) learn the students' names, 2) learn about the students and 3) have students come up with classroom norms for a safe, respectful classroom culture
Grade Level	9th grade
Time Frame	51 minutes
Subject(s)	English 1
Topic(s)	Welcome!
Instructional Materials & Prep	1. Google Slides 2. Personal Student History 3. Plickers To do: 1. Create seating chart 2.
STANDARDS	
CA Content Standard(s)	<u>CCSS.ELA-LITERACY.SL.9-10.1.B</u> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CA ELD/ELA Standard(s)	
Differentiated Instruction/UDL/C SP/SDAIE	
OBJECTIVES	
	Students will be able to establish classroom norms to create a safe, respectful classroom culture
ASSESSMENT	
	Come up with a list of expectations for the teacher and students in this class to create a safe, respectful classroom culture.
WARM UP	

	1. Turn in signed English 2 Syllabus 2. Sign your name on sign-in sheet 3. Get your Plickers Card 4. Get a copy of "Personal Student History" handout 5. Answer the Warm Up question
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AGENDA

1. Warm Up 10 minutes 2. Expectations 10 minutes 3. Personal student history 15 minutes 4. Class expectations 20 minutes 5. Intro: Why go to school? 10 minutes 6. Letter to Teacher 7 minutes	1. Warm Up: Plickers: Technology 2. Expectations • Cell phone policy ○ If the slide has a no cell phone icon in the upper right corner, cell phones are not allowed ○ If student wants to look up information, raise hand and ask teacher for permission ○ If student cell phone disrupts learning of student or classmate, student will get one warning ○ If student continues to have cell phone, phones will be confiscated ○ Repeated offenses may result in a referral ○ If the slide has a cell phone icon, cell phones are allowed • Food policy ○ Food is allowed as long as classmates do not object and students clean up after themselves ○ If teachers or other students are cleaning up after another student, will ban food in classroom ○ No gum • Grading policy ○ 40% formative assessments ○ 60% summative assessments <table border="1"> <thead> <tr> <th>Category</th><th>Weighting</th></tr> </thead> <tbody> <tr> <td>Homework</td><td>20%</td></tr> <tr> <td>Quiz</td><td>20%</td></tr> <tr> <td>Projects</td><td>20%</td></tr> <tr> <td>Essays</td><td>30%</td></tr> </tbody> </table> Revision policy Students will have the option to revise essay assignments for a higher grade because good writing involves editing and revising. Students who opt to revise	Category	Weighting	Homework	20%	Quiz	20%	Projects	20%	Essays	30%
Category	Weighting										
Homework	20%										
Quiz	20%										
Projects	20%										
Essays	30%										

their essays should email Mr. Tschang to discuss feedback for essay and the deadline for the revised essay. [If a student emails Mr. Tschang the name and author of the last book they read by 23:59 August 27, 2019 the student will be eligible for five extra credit points.](#)

Frame:

- Before we jump into thinking about the future, I want to reflect on your experience as students so far. We've had positive and negative experiences as students. What was a positive experience you've had at school? What made the experience positive?
 - Please fill out the Personal Student History.
 - Think about times when you felt like an "insider," where you felt happy and positive to be learning. Think about times when you felt like an "outsider," where you wished you were somewhere else.
 - Model own personal student history
 - Give students time to write at least 3 instances.
 - Share with table group
 - Share with class
3. Personal student history

Times you felt like an "insider"	Times you felt like an "outsider"
Played on football team in middle school Good group of friends in high school Living as a Chinese-American in Beijing	Moved to Fresno in 6th grade Didn't make volleyball team in 10th grade Being the only American journalist at a Singaporean newspaper



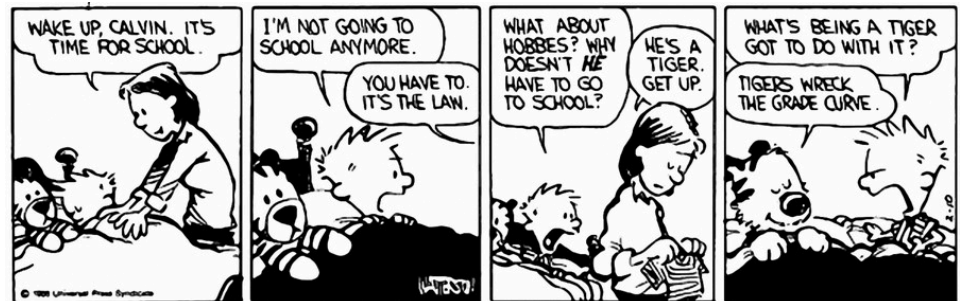
Ask: Why do you think I asked you to do this activity?

Frame:

- We want everyone to feel like an “insider” in this classroom because if someone doesn’t want to be here, they won’t learn and enjoy school.
4. How might we use our own experiences to create a positive classroom culture?

Come up with a list of expectations for the teacher and students in this class to create a safe, respectful classroom culture.

5. Class communalities:
What is something you think you have in common with...
1. Everyone else in the class?
 - a. Everyone stands up
 2. Only some people in the class?
 - a. Sit down if does not apply
 3. No one else in the class?
 - a. Everyone keeps standing
 - b. Ask students to guess who the student is
6. Intro: Why go to school?



Frame:

- We’ve been talking about our experience in school. But, we haven’t really talked about why are you in school to begin with?
- You are required to be here by law. Why do you think that is?
- What are the benefits of being in school?
- Do you think you would get more from working instead?

7. Letter to Teacher

CLOSURE

Homework

[Letter to Teacher](#)
10 points

Period 5

Period 6

Period 7

	11:38 AM August 28, 2019	1:08 PM August 29, 2019	2:02 PM August 28, 2019