

Field Experience Learning Plan

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Academic standards

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Big Questions

Literature that stands the test of time often focuses on universal themes that are relatable across cultures and generations.

Knowledge

1) Students will learn a greater understanding of themes in literature

- 2) Students will grow stronger in their ability to identify themes and analyze works.
- 3) Students will use their previous knowledge to connect what they have learned to other mediums and genres.

The students have already analyzed the themes of the book and had a Socratic seminar discussing those themes and how they relate to their own lives. The students will now be able to use these skills to identify the themes in other creative works and connect what they have learned to the genres and entertainment mediums that they enjoy.

Skills

- 1) Students learn the proper terminology for discussing literary works (such as theme, tone, etc.) and be able to identify them in other works.
- 2) Students will learn why themes are popular during a given time period and why some of these themes remain popular across generations and cultures.
- 3) Students will learn how to connect ideas and themes to different creative works.

Learners

Social-Emotional Goals

We are nearing the end of the second semester. Classroom culture has been established so at this time maintenance of culture is the priority. Students need occasional reminders of classroom norms, but for the most part are already following expectations in terms of behavior. For many of the students, their biggest social-emotional goal for the subject is an understanding of how it connects to their everyday lives. The big question that they have is “why should I

care?” The Socratic seminar has already helped them connect to the themes of the book to their lives, and it is evident that there is a fair amount of interest. The idea of this lesson is to capitalize on this interest while having them dive deeper into the themes of the novel. They will do this by connecting what they have learned to other creative works that have already piqued their interest.

Special Instructional Concerns

IEP Students

- There are several students in this class that have an IEP. These students will require additional check-ins and more one on one time. UDL will help these students connect with the assignment. I will also check-in with their case manager to see if there are additional accommodations that they need and advise him on how to give them extra assistance during tutoring hours.

English Language Learners

- This classroom consists of several English language learner students who work with a resource teacher weekly to address English language development goals. For this lesson, I will check in with the students individually regarding vocabulary and reading needs. He will also pass along progress information and the lesson content goals to the resource teacher for wraparound services to address student needs.

Teacher

I have now worked at Gompers Preparatory Academy for two years and have been in the class room most of that time. I come from a more privileged background than most of the students at the school and recognize that I am very lucky to have the parents that I have. I have been afforded opportunities that don't come easily to my students. I have lived in this community for almost four years. I have a deeper understanding of the area in which they live which helps counter past assumptions I have had about South Bay and South East San Diego.

I try to be transparent with my students. It is important to me that they formulate their own opinions and not try to simply parrot what I say. I want them to know where I come from and the biases that I have. I challenge them to see how my views might affect what I say and to take that into consideration when they draw their conclusions.

Multiple Means of Representation

In addition to reading the book, the student will be asked to analyze other books, genres, and media. Material will be presented visually through PowerPoint and audio visual presentations. Material could also be presented audibly through music and through interactive media such as video games.

Multiple Means of Engagement

The students will be challenged to explore various media including video games, music, television, comic books, fashion, and movies. They will be given the opportunity to choose their own means of engagement by relating the themes of the book to their own interests.

Multiple means of Expression

Throughout the lesson the students will be given opportunities to express what they have learned in a variety of different ways. They will give presentations and their findings, asked to write a reflection essay, and create a visual representation of their learning.

Daily Agenda

- 1) Students enter quietly and answer a question from the previous days learning in their notebook
- 2) Quick recap lecture/Introduction to the days lesson
- 3) Days activity
- 4) Closure question or recap of key lesson
- 5) Clean up/pack-up

Activities (80 minute classes)

Monday

Students will be given a short worksheet that will ask them to identify the themes, tone, and mood of the book. It will also ask them to think of a TV show, movie, or book that has similar themes or characters. The students will share with their neighbors the character or work that they identified and share why they are related. The class will have a brief class discussion and I

will have them choose a partner. With their partner, they will identify a character or creative work and prepare a short presentation for the class justifying their choice.

Tuesday: Each pair will deliver a brief presentation based on yesterday's assignment. I will then give a presentation of products based on popular characters such as action figures, her universe apparel, pop figures. Each pair will be asked to create a product line based on the original book as well as another form of popular media. They must incorporate similarities in theme or characterization. The assignment is to create concept art for the product and include a one page paper discussing the connections.

Example 1: Create an action figure wave of at least five characters; at least one of the selections has to come from the book. Think about what accessories would be included, the title of the line of figures, and character biographies.

Example 2: Create a fashion line based on the book or at least one of the characters in the book. Think about what is significant to the characters and the book. How will the themes and the narrative be reflected?

The students may use these examples or create their own. Other suggestions could include creating a movie poster, or design a video game based off of the book.

Wednesday

The students will make a decision on what their project will be and be given time to do research and begin working on the project.

Thursday

Students will be given in class time to work on the project

Friday

Class set up their visual representations around the room. The class will then perform a gallery walk with one student from the pair staying by their project to present while the other rotates around the room seeing what other groups did. Half way through the period they will switch off. For homework, students will write a brief reflection on what they had seen from other groups.

Materials

Laptops

Poster paper

Art supplies

Multimedia display (projector or promethean board)

worksheet

Learning Management

Classroom culture will be enforced. Most importantly, listening and giving the current speaker full attention. No interruptions or distractions. Be respectful of presenters at all times. By this point all students should be well aware of classroom norms and school rules. I will also give the students advice on how to open a respectful and productive conversation if they disagree with another groups interpretation of source materials.

How Will You Assess Student Learning?

As students work on various phases of the project I will conduct check ins and make formative assessments. These assessments will include questions like: What theme are you focusing on? How are these characters related? How are these concepts related?

There will also be formal assessments for the initial presentation on Tuesday, the poster representations, and the written discussions.

How Will You Analyze Evidence?

Formative assessments will be used to see if students are on the right track or if they need extra guidance. These discussions will also help me to see if they understand the tone, themes, and mood of the book by analyzing the justifications for the connections between their product line and the book itself.

Formal assessments will help me to see how well the students understand the concepts. Are the students making good connections or are they missing a key point? Are the source

materials related? Were the students successful in getting their ideas across? Analyzing these points will help me determine if they understand the material or need a refresher.

What Instructional Decisions Will You Make?

Based on student performance on the initial presentation, I will determine if the students understand key concepts and if they are able to identify similarities in theme, tone or mood. If they are struggling, I will need to have a deeper discussion on these points.

Based on formative assessments, I will be able to determine if each pair is on the right track. I can then make individual course corrections as necessary or steer them towards a project that will fit their interests and help them connect to the material.

The final poster and the initial reflection essay will give me full insight into their decisions and how they are related to class discussions. This can be used to drive the next discussion of the book. I can also see where misconceptions are being made, which will guide how I present the next lesson.

The final reflection will help me see if students are getting their points across to each other. Are they communicating their ideas well or is there a disconnect? This will inform future instruction about how to express ideas and make a coherent argument.

