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Synopsys
Lesson Plan
High School English
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June 23, 2015

0. Abstract

I. Standards/Skills/Objectives/Assessment

1. Focal Standard or Skill: * Required
2. Measurable Objective(s): * Required
3. Assessment: * Required
4. Additional Standards (Optional)

II. Fellowship Connections

1. 21st Century Skill(s): * Required (Exempt ,if you did Focal Standard/Skill 1a)
2. 21st Century Skill(s) Application: * Required (Exempt, if you did Focal Standard/Skill 1a)
3. Fellowship Description: * Required
4. Fellowship Connection to School/Classroom: * Required

III. Instruction

1. Instructional Plan: * Required
2. Additional Instructional Context: (Optional)
3. Supply List: * Required
4. Bibliography: * Required
5. Keywords: (Optional)

IV. Attachments

Academic Sentence Transformations: Other Ways to Express the Similar Ideas

0. Abstract

Students are often asked to understand complicated, abstract, academic language, (such as: a consequence of, despite the fact that, clearly demonstrates) and are asked to use it often on their assignments and tests. Rarely, though, are students specifically taught how to use such words and phrases in the context of the content they are required to master. This curriculum will enhance existing assignments to help students master the language necessary to become more flexible thinkers as they learn the nuanced differences in meaning and usage when expressing one idea in similar ways.

I. Standards/Skills/Objectives/Assessment

1. Focal Standard or Skill:

California Common Core Standard

ELA, Vocabulary Acquisition and Use, Grades 9-10

#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.

21st Century Skill

2. Learning and Innovation Skills

Communicate Clearly: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

2. Measurable Objective(s):

1. Students will identify words and phrases from a reading passage that express Cause and Effect, Compare and Contrast, and Explanatory thinking.
2. Students will use alternative academic words and phrases to express the Cause and Effect, Compare and Contrast, and Explanatory thinking that they identified in the first objective.

3. Assessment:

1. Initial Formative Pre-Assessment: Students will be given a short reading passage and asked to transform several sentences in the passage. They will be asked to rewrite the sentence using specific synonymous words and phrases. The transformations will focus on (but not be exclusive to) Cause and Effect, Compare and Contrast, and Explanatory language. Students will also be given a list of academic words and phrases and asked to categorize them.
2. Ongoing Formative Assessments: As students read sections of the main text they will be given 3 formative assessments for sections: 3-4, 5-6, 7-9. Each formative follows the same format as the initial formative, but for language specific to the respective section.
3. Summative Assessment: Students will be given the same assessment they were given as the pre-assessment. They will also be given a short article they have not seen before and asked to perform similar types of sentence transformations and categorizations.

4. Additional Standards (Optional)

None

II. Fellowship Connections

1. 21st Century Skill(s): ** Required (Exempt ,if you did Focal Standard/Skill 1a)*

See I.1 above

2. 21st Century Skill(s) Application: ** Required (Exempt, if you did Focal Standard/Skill 1a)*

See I.1 above

3. Fellowship Description:

Synopsis makes software used to design integrated circuits, such as microprocessors and computer systems. As part of Synopsis we have been tasked with improving their new employee experience. Synopsis would like to have its new employees productive and actively working in their areas of expertise as soon as possible. This means maximizing the support provided by the I.T. group and minimizing the logistical steps required in order for new employees to get up and running. Immediately visible are the organization and communication skills necessary to collaborate with thousands of colleagues around the world.

4. Fellowship Connection to School/Classroom:

Students will be told about the idea of continuous improvement, including the fact that this is foundational to most, if not all, successful companies. I will talk about my experience

improving the new employee experience at Synopsis, an already functioning process, but one that is marked for improvement in order to help new employees be more productive sooner. In particular I will tell students how much work goes into setting up a work process and how the performance of the work process is balanced by the constant need to improve its efficiency and increase its scope. Students will then read about this idea applied to individuals (in the article 'What it Takes to be Great') and how they too can be successful if they devote themselves to the idea of continuous improvement.

III. Instruction

1. Instructional Plan:

See the document: [Lesson Plans](#)

2. Additional Instructional Context: (Optional)

None

3. Supply List:

Copies of the handouts.

4. Bibliography:

Colvin, Geoffrey. "What it takes to be great" Fortune Magazine 19 Oct 2006. Web. 1 July 2015.

<http://archive.fortune.com/magazines/fortune/fortune_archive/2006/10/30/8391794/index.htm>

Gross, Jessica. "What motivates us at work" Ted.com 21 May 2015. Web. 1 July 2015.

<<http://ideas.ted.com/what-motivates-us-at-work-7-fascinating-studies-that-give-insights/>>

Epps, Garrett. "Free Speech Isn't Free" The Atlantic 7 Feb 2014. Web. 1 July 2015.

<<http://www.theatlantic.com/politics/archive/2014/02/free-speech-isnt-free/283672/>>

5. Keywords: (Optional)

Enter up to **10** keywords/meta tags separated by commas, so it can be easily searched.

high school english, grammar, sentence structure

IV. Attachments

*Please list the names of all attachments accompanying this ETP and the links to your documents. **(note: All attachments should be uploaded to in your Google Drive and made "public")***

All files are found in the following directories on Google Drive:

- Free Speech Isn't Free - Extension Activity
- What it takes to be great - Article, Assignments, Assessments
- What Motivates Us - Summative Assessment