**Common Core Aligned Lesson**

|  |  |
| --- | --- |
| School Name: Scullen Middle School | Teacher Name: Michelle Line |
| Date: Tuesday, November 12, 2013 | Period / Time : (9:08- 10:42) |
| Room Number: A109 | Grade Level: 7th Grade ELA |
| Demographics of the class (e.g., % ELL, % SPED, other relevant):27% SPED, 9% Students with Autism, 15% Reading Improvement |

|  |
| --- |
| **Common Core Learning Standards Addressed:**[RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the textRI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text[RI.7.6](http://www.corestandards.org/ELA-Literacy/RI/7/6/) Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.[RI.7.10](http://www.corestandards.org/ELA-Literacy/RI/7/10/) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.[W.7.1b](http://www.corestandards.org/ELA-Literacy/W/7/1/b/) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.[W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/) 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 discipline-specific tasks, purposes, and audiences.[SL.7.1b](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed[SL.7.2](http://www.corestandards.org/ELA-Literacy/SL/7/2/) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study[L.7.4](http://www.corestandards.org/ELA-Literacy/L/7/4/) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. |
| **Learning Targets (What will students know or be able to do as a result of this lesson?):**Skill Based Learning Target Focus- 1) students should be able to cite specific evidence from texts under study to support their claims and responses to guiding questions and 2) students should be able to determine an author’s purpose in a text and analyze how the author distinguishes his or her position from others.Meaning Based Learning Target Focus- This unit is called “The Weight of Acceptance,” and students are working towards developing an essential understanding related the unit’s essential questions 1) What role do individuals play in the acceptance of themselves? and 2) What role do individuals play in the acceptance of others? The relationship of acceptance and rejection among the old and young is just the first layer we will investigate. Over the course of the unit, we will investigate the relationship among various groups of people. |
| **Relevance/ Rationale (What is the real world relevance of this lesson?):**The unit addresses the role of acceptance and rejection in our society. This particular lesson tackles stereotypes of the young and old, and how those stereotypes can impact healthy relationships in our community, particularly in the business world.  |
| **Assessment (How will you and your students know if they have successfully met the outcomes?):**Formative- Students will be producing written responses to multiple questions throughout this lesson that can be collected for assessment of understanding. There are also opportunities to listen to students discuss the important skills and concepts in their small groups.Summative- At the end of the unit, students will research and write a historical fiction narrative that illustrates how a person encountered and handled rejection. The students will need to develop the theme of acceptance throughout their narrative. They will need to combine factual details from their person’s life along with fictional details to enhance their theme or message about the weight of acceptance in our lives. This piece will also be adapted into a narrative poem or song, to demonstrate the students’ ability to communicate a similar message in a varied format. |
| **Activities/ Tasks (What will the students be doing?):**1. Attendance/ “Community Helpers” pass out Writer’s Notebooks.
2. Word Work and Art Analysis of *Para Siempre*= Students will discuss the following questions at their tables to practice using one of our tier 2 vocabulary words in context, as well as to practice pulling evidence from an artistic “text” to support their thinking.
* Last week we read the poem “Old Age Sticks” by e.e. cummings. What are some ways that the old and young **debase** one another in this poem?
* Look at the painting, *para siempre,* by Octavio Ocampo. Using details from the painting, explain what you think the artist is saying about “the old.”
1. Media Analysis of *Mind the Gap*= Before watching the short clip, the whole class will be asked the following question in order to practice using one of our tier 2 vocabulary words in context: Last week we talked about the meaning of the word **precept.** What are some **precepts** that people might have for older generations that are different from the **precepts** we have for those who are younger? Students will also get some background information on the organization that created the clip, as well as the meaning of “mind the gap.” At this time, I will ask students to go to their assigned groups. Students will be asked to view the clip with the following critical viewing question in mind (This will be discussed in their small groups after viewing):
* Using evidence from the film, explain why you think the creators of this piece would use the warning “Mind the Gap” as their title?
1. Analysis of informative article *Stereotypes and the Older Worker=*Students will all be given the same informative nonfiction article entitled *Stereotypes and the Older Worker* published in *Personnel Psychology*. It is a research article that discusses how the stereotypes about older workers in the workforce are false and harmful to companies and employees. This article has a Lexile level of 1000, and it contains some challenging words and concepts for students to work through. Two versions of guiding questions have been created to help varying levels of learners access this text (See attached handouts.) The students will work in their groups to read, analyze, and respond to the various text-dependent and critical thinking questions.
2. Sharing & Closure= During the last seven minutes of class, I will call on various groups to share some of their thinking in relationship to some of the bigger picture questions. All work will be collected for further assessment.
 |
| **Resources/ Materials:*** PowerPoint containing the agenda, word work questions, image of *Para Siempre*, *Mind the Gap* background information, and critical viewing question.
* Clip of *Mind the Gap* [*http://www.alfa.org/alfa/Mind\_the\_Gap\_Film.asp*](http://www.alfa.org/alfa/Mind_the_Gap_Film.asp)
* Student copies of the article *Stereotypes and the Older Worker*

Ng, Thomas W.H., and Daniel C. Feldman. "Stereotypes and the Older Worker." *Personnel Psychology*. 65.4 (2012).* Student copies of the handout *Guiding Questions for Stereotypes and the Older Worker Article Analysis*
 |
| **Access for All (How will all students gain access to the text and become actively engaged? Modifications?):**I will scaffold instruction for students with IEP’s and struggling readers by having an adult help guide them through the process and provide clarification where needed. Some groups will also receive a modified handout that includes the same questions with a little more explanation or structured support to help guide the students towards a greater understanding. |

**Common Core Lesson Reflection**

* **Does this lesson reflect one of the “shifts” in instruction? If so, which shift how?** This lesson addresses all three of the Common Core Instructional Shifts for ELA/ Literacy. 1) The students are building knowledge about our topic of acceptance and rejection through the use of a content-rich informational non-fiction. 2) Reading, writing, and speaking are interwoven throughout this lesson. Students are also being asked to compare a variety of texts (poetry, art, media, and journal article) as they relate to one another and our topic understudy. Through the use of guiding questions and text-dependent questions, students are constantly being asked to provide evidence for their claims and thinking. 3) The text used in this lesson is complex with a Lexile level of 1000, and all students are gaining exposure to this text through scaffolding as needed. The students are also being exposed to academic language in the form of tier 2 words tied thematically to the unit.
* **How did this lesson support 21st Century Skills?** This lesson addresses bigger transfer goals through the analysis of our unit’s essential questions. The essential understandings developed throughout this unit relate to the weight of acceptance as it pertains to the present as well as the future. Students that understand their role in their own acceptance and their role in the acceptance of others will bring the attitudes and collaborative skills needed to be successful in their lives beyond the classroom.
* **How did this lesson reflect academic rigor?** This lesson requires students to critically assess and analyze a variety of rigorous texts. Not only do they need to understand the key ideas of each text, but they also have to compare these ideas to one another.
* **How did this lesson cognitively engage students?** This lesson poses meaningful questions about a real world topic students can identify with. As young adults, they will have first hand knowledge of what it means to be stereotyped based on age. They will then be challenged to look at this from another perspective. The media clip and the optical illusion art piece also appeals to student creativity and their evolving understanding of what constitutes as a “text.”
* **How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?** Students will collaborate with two different groups during this lesson. The groups will need to collaborate and discuss as they read, analyze, and respond to a variety of questions. There are many students in this particular class that are specifically working on social skills per their IEP’s, so some students may need to be prompted verbally and nonverbally to remember their social skill goals.