

EDU 320 – Synthesis Paper

Megan G. Griffin

University of Mary

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There are many things that go into teaching a curriculum and assessing students effectively. This paper explores nine different themes that are essential when considering the creation of valuable lessons. It also covers how I will utilize each of these aspects of teaching in my future classroom in order to best serve my students.

The Effective Teacher

Description

Effective teachers understand their students as well as their content. They know how to vary instruction and learning environments to support every student. They also understand how to be professional and collaborate with their colleagues, learners, and learners' families.

Artifact

We discussed our personal experiences based on the standards from the textbook. See Appendix A.

How it Will Be Used in Classroom

I will use this in my classroom by taking the time to get to know my students. I will differentiate instruction in order to meet the needs of my students as well as challenge them to grow. When I teach content, I will ensure that it is grade-appropriate and continuously assess students to ensure that they are learning and thinking critically about it. My assessment types will vary but they will be appropriate for the standards being taught. Finally, I will collaborate professionally with the appropriate people, including reaching out to students' parents if necessary.

Understanding Your Students

Description

In order to establish a connection with students, it is good to get to know important things about them right away in the beginning of the year. A survey of questions should be concise so that students do not rush through it and relevant to the class they are in. In establishing a beneficial relationship between student and teacher, it is important to give students a space to explain who they are and be heard.

Artifact

See Appendix B for the survey I will hand out to get to know about my students at the beginning of the year.

How it Will Be Used in Classroom

Relationships are very important to my teaching philosophy, so I prepared a survey of questions students will answer on the first day of class. I will also let them know what my office hours are in case they have questions or need to talk at any point during the year.

Goals, Standards, and Objectives**Description**

Objectives are written directly from the grade's standards. Objectives include the "when," "what," and "how" the standard will be completed. Objectives are used in the creating of lesson plans and assessments.

Artifact

See Appendix C for examples of objectives written from standards.

How it Will Be Used in Classroom

Lesson plans are created based on standards and objectives. In order to have a clear idea of what our goals are, I will share objectives with my students and ensure that my lesson plans and

assessments align directly to the objectives I set up. This way, I can ensure that my activities in class are relevant and helpful to my students.

Unit and Lesson Planning

Description

Unit plans that are united across different content areas can help students retain more information and make connections between classes. Units help students understand content in sections that build upon one another rather than feeling like the content they are learning is random.

Artifact

See Appendix D for an example of a unit plan that spans across English, Math, Social Studies, and Physical Education.

How it Will Be Used in Classroom

I will structure my content into units so that students can organize the information they are learning more efficiently. I will also work with other teachers to see if unit plans that span across content areas are possible. If not, I will still try to help students incorporate what they have learned in other classes into their writing and analysis of literature.

Technology Integration in Instruction

Description

Technology integration is very important in classrooms today because so much of the world students live in revolves around technology. Integrating technology into the classroom goes beyond simply using it as a teacher; rather, students must learn to operate technology for their own benefit.

Artifact

See Appendix E for an example lesson plan that teaches students how to utilize Google Docs and Microsoft Word's editing features for the purpose of collaborating on editing their rough drafts.

How it Will Be Used in Classroom

In my English classroom, students will learn communication strategies across different mediums. Much of communication today relies on technology. Therefore, we will be using different types of technology programs and types of writing in order to learn concrete ways to utilize the tools we have for the sake of effective communication. This includes but is not limited to editing software on Word programs, VoiceThread or other recording programs, and exploration of online resources for the sake of research.

Questioning Strategies

Description

There are many different types of questions that serve various purposes. Different types of questions often pertain to different cognitive levels. Questioning within classrooms should happen at a variety of different levels and types in order to engage students with many different types of thinking.

Artifact

See Appendix F for a lesson plan that includes examples of different types of questions (highlighted).

How it Will Be Used in Classroom

Part of English education is learning how to effectively ask and answer a variety of questions. I will challenge students by not only asking a variety of questions on assessments but also teaching them how to think critically about questions in class. Students will also get the

opportunity to ask different level questions of one another during Socratic seminars and other activities.

Teaching Strategies for Direct Instruction

Description

Direct instruction sometimes becomes the default in classrooms, but it is not always the most effective way students learn. However, it does have its place within the classroom. Direct instruction should not take up the entire 50 minute class, and it should include time to apply the information being taught so that students can better remember the information.

Artifact

See Appendix G for an example direct instruction lesson plan that takes half the class period and PowerPoint slides.

How it Will Be Used in Classroom

Throughout units, there are certain concepts that students need to be taught directly in order to be able to understand the deeper concepts. When I use direct instruction, I will be sure to have visual aids such as PowerPoints or videos so that students can both hear and see the information being presented. I will also encourage them to take notes on specific concepts. Any time I use direct instruction, I will be sure to give them space to practice or apply the information they are being taught either during the instruction or directly afterwards in class so that I can guide them through it as necessary.

Teaching Strategies for Indirect Instruction

Description

Indirect instruction is important in classrooms because it gives students the opportunity to discover information on their own or with small groups of peers so that they retain it better. It

also gives students the opportunity to apply information as they discover it. The downfall to indirect instruction is that it takes time and some students may not understand the information as well as others, so the information they discovered must be summarized as a full class to get them on the same page again.

Artifact

See Appendix H for an example of an indirect instruction lesson plan.

How it Will Be Used in Classroom

I will use indirect instruction whenever possible to allow students to discover information by applying it themselves. Indirect instruction will take place through activities like the one attached but also through means like peer editing, Socratic seminars, and student-run creative projects that they can share with the class.

Assessing Learners

Description

Both formative and summative assessments are necessary in a classroom. They do not always appear as written tests. Formative assessments occur during the lesson through things like homework, exit slips, and questioning as well as certain activities while summative assessments test what the students have learned after all the content has been taught. Performance assessments are also useful because they challenge students to apply concepts and demonstrate their understanding through performance.

Artifact

See Appendix I for a lesson plan containing formative assessments (highlighted), a homework policy, an example of a summative assessment unit test with notes, and an example of a performance assessment with notes and rubric (Spoken-Word Poetry Assignment).

How it Will Be Used in Classroom

I will assess students frequently to ensure that they understand the content I am providing and are not being left behind. These assessments will often be through small things like frequent questions during class, exit slips, and listening in on turn-and-talk discussions. However, I will also assess their progress through various activities and projects, like Socratic seminars and note-taking diagrams for plot, character traits, and figurative language. My summative assessments will pertain directly to the completion of standards and objectives and cover only what we have practiced in class rather than trying to trick students. Performance assessments will be frequent as students demonstrate their knowledge primarily through writing.

Conclusion

My experiences in this class helped me grow as a teacher through collaborating with my peers as well as creating concrete artifacts I intend to use in my future classrooms. Even if my specific artifacts are not used, I gained experience in creating them and thinking critically about the different aspects of lesson plans so I will be able to apply this knowledge to add depth to my future lesson plans. This class also helped me gain confidence in my abilities as a teacher through practice, discussion, analyzing my peers' artifacts, and even teaching my peers.

For example, writing standards into objectives taught me to think critically about accomplishing the standards (see Appendix C). As a teacher, I need to be able to make goals for my students and myself, so learning how to concretely write objectives helped shape my approach to lesson plans. Creating a unit plan that spanned across content areas helped me think critically about my content to see how it corresponds with other classes (see Appendix D). I also grew considerably with indirect instruction with my lesson plans (see Appendix H). I did not have many good experiences with indirect lesson plans in high school, so I greatly preferred

direct instruction. However, after learning and playing around with ideas, I have learned to get excited about differing indirect instruction ideas. Finally, exploring different types of assessments helped me grow. Though it took time, I grew considerably from identifying which standards/objectives each of my questions tied to in my Unit Exam as well as what level of question they were. As I continued making assessments for other classes, this was an artifact I thought about often (see Appendix I). I hope to use my artifacts from this class in my classroom someday or at least be able to reference them if I need ideas.

References

L Borich, Gary D. (2017). *Effective teaching methods: Research based practice*. University of Texas at Austin: Pearson Education, Inc.

Appendix A

24 Chapter 1 The Effective Teacher

Because you will probably work with the InTASC standards during your professional development program (and perhaps with the NBPTS standards for advanced certification later in your career), this text discusses research-based practices used by effective teachers to achieve the InTASC and NBPTS standards. The following sections outline the ten InTASC standards, each tagged with the chapters and appendices in this text that will provide you with the effective teaching methods for attaining them.

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [Chapters 2, 6, 7, 11]

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [Chapters 1, 2, 11, 12]

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [Chapters 3, 7, 8, 10, 11]

Content Knowledge

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [Chapters 5, 6, 9, 13]

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [Chapters 1, 2, 10, 12]

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [Chapters 5, 6, 13]

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. [Chapters 2, 5, 6, 7]

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [Chapters 8, 9, 10, 11, 12]

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [Chapters 1, 2, 4, 6]

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. [Chapters 2, 3, 4, 13]

Each standard is accompanied by specific professional attitudes and dispositions that can assure its smooth and seamless application. For example, the teacher is expected to implement Standard 2, *Learning Differences*, in the context of the belief or disposition that all children can learn at high

Appendix B

Answer the following questions on a notecard and be ready to share some of your answers with the class:

1. What is your favorite book? What do you usually read? (novels, social media, newspaper, etc.)
2. What kind of reader would you consider yourself? (Speed/slow, careful, skim, thorough, etc.)
3. Where do you do most of your reading? (Coffee shop, kitchen, couch, room, etc.)
4. When do you read?
5. Why do you read?
6. What else should I know about you? (Favorite/least favorite subject, hobbies, school activities, pet peeves, etc.)

On the back of your notecard, draw quick sketch of yourself along with any identifying characteristics. Stick figures are allowed. (Example on the board.)

Appendix C

1. There are a separate set of standards for reading, writing, Speaking and Listening, and Language.
2. Grades 9-10 have similar expectations and grades 11-12 have similar expectations.
3. 33 North Dakota educators in English and language arts worked together to write the standards.
4. They are normally revised every 5-7 years. This set was published in 2017.

Grade 11-12 Standard

RL.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play; recorded novel or poetry), evaluating how each version interprets the material

TLW, by the end of our twelfth-grade unit on *Hamlet*, participate in a Socratic seminar where they evaluate multiple producers' takes on characterization and other aspects of the play by showing scenes from various movies.

Grade 9-10 Standard

RL.3: Analyze how and why characters and/or textual elements develop and interact over the course of a text:

RL.3.a. Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.

RL.3.b. Cite strong and thorough textual evidence.

TLW, by the end of the ninth-grade activity (after reading *The Crucible*), analyze why characters in *The Crucible* responded the way they did during the Salem Witch Trials by participating in a class simulation of the trials.

Appendix D

Spencer, Mercedes, Megan, Leif, John Paul

Grade: 12

Unit Topic: Western world in the 1600's

Approximate Time Required: One week

- 1. Main Purpose of the Unit Study:** The purpose of the unit is to familiarize students with the culture of the Western world in the 1600's through its literature, history, plays, math advances, and athletic pastimes.
- 2. Content Standards**
 - a. English**
 - i. RL.1:** *Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly. b. Identify and analyze any ambiguities in the text. c. Provide an objective summary of the text. d. Cite strong and thorough textual evidence.*
 - ii. RL.4:** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular aesthetic effects.*
 - iii. RL.9:** *Analyze and evaluate how two or more texts within and/or across time periods treat similar themes or topics.*
 - b. Math**
 - i. HS.F-LE.4*:** Use logarithms to express the solution to $ab^{(ct)} = d$ where a , c , and d are real numbers and b is a positive real number. Evaluate the logarithm using technology when appropriate.
 - c. Social Studies**
 - i. WH.6_12.4:** Analyze the influence of social, cultural, and economic developments on individuals.
 - ii. WH.6_12.1:** Analyze historical achievements related to science and technology.
 - d. Physical Education**
 - i. S1.H3.L1:** Demonstrates competency in one or more specialized skills in fitness activities.
 - ii. S2.H1.L2:** Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.
- 3. Performance Objectives**
 - a. English**
 - i. TLW *summarize*** background about Shakespeare's life and culture that assists with the understanding of his literature by the end of the unit.

- ii. TLW *compare* modern existential slam poetry to Hamlet's monologues to analyze similar/different themes across eras when we read the "To Be or Not To Be" speech.
- iii. TLW, throughout our unit, *analyze* Shakespeare's use of language in the context of England in the 1600's and *reflect* on what we can learn from it now.
- iv. TLW, during the unit, *perform* scenes from Shakespeare's play using costumes to explore what 1600s plays were like without the assistance of large props for scene changes.

b. Math

- i. By the end of the unit, TLW *evaluate* logarithmic functions by solving problems of the form $ab^{(ct)}=d$ with the use of modern technology.
- ii. By the end of the unit, TLW *compare* how logarithmic functions were evaluated at the time of their invention (AKA the 1600s) to how mathematicians solve these functions now by exploring early logarithmic tables and solving problems using these tables instead of calculators.

c. Social Studies

- i. By the end of the week, students will know the culture of people in the major countries of the West in the 17th century. They will learn by comparing different countries' cultures and religions and assess people's decisions that led to the Thirty-Years War and the English Civil War. They will create a poster at the end of the week to specialize in a country at that time and learn from other groups.
- ii. By the end of the week, students will learn about different inventors, inventions and their continued development in the 17th century. The students will learn about inventors and inventions by examining a timeline detailing these figures and creations.

d. Physical Education

- i. TLW *demonstrate* proper kicking, passing, and defending forms for the game of soccer by the end of the unit. They will learn, the first three days of the week, by participating in partnered activities of passing to each other, and attempting to score and defend each other.
- ii. TLW *blueprint* strategies on how to score and defend the other team in order to win, and *combine* their efforts in order to do so. They will learn by participating in a soccer tournament for the final two days of the week.
- iii. TLW *recognize* that soccer was invented in the late 1600s in England. They will learn this through an introductory lecture at the beginning of the week.

4. Content Outline

a. English

- i. Background on Shakespeare and 1600s England
 1. What do we know about Shakespeare?
 2. What do we know about how his plays were performed?
 3. What do we know about the culture of 1600s England? How may this have affected Shakespeare's writing?
 - ii. Reading *Hamlet* (**will extend longer than the week-long interdisciplinary unit**)
 1. How do we read Shakespeare? What do we keep in mind?
 2. Tackling themes in *Hamlet*: How does Hamlet react to the different situations and is it reasonable? How can we understand his monologues and soliloquies?
 - a. Use slam poetry to compare to monologues
 - b. Write about important scenes
 - c. Discuss in Socratic seminars reactions to and perceptions of the text
 3. Perform scenes from the text using only minimal props
- b. Math**
- i. **Why develop logarithms?**
 1. Discuss Napier's 1614 book *Description of the Wonderful Rule of Logarithms* and how his ideas were foundational to logarithms
 2. Discuss the development of modern logarithmic notation developed by Leibniz in 1675
 - ii. **How do we evaluate an expression that requires logarithms?**
 1. Look at a problem in the form $ab^{(ct)}=d$. Show how logarithms are necessary to fully evaluating this problem.
 2. Show how calculators are a necessary tool to fully evaluate a logarithmic problem.
 - iii. **How were logarithmic evaluated in the past compared to now?**
 1. Explore logarithm tables, first distributed by Briggs in 1617
 2. Attempt to evaluate a random problem in the form $ab^{(ct)}=d$ using logarithm tables (NO CALCULATORS ALLOWED). Show how calculators make the evaluation of these problems much easier.
- c. Social Studies**
- i. **Reasons for Wars**
 1. Different Parliamentary Factions - Roundheads & Cavaliers
 2. Originally Protestants versus Catholics; turned into conflict for power between Hapsburgs and France.
 - ii. **Explanation of Holy Roman Empire**
 - iii. **Discussion about different countries' cultures, religions, and governments.**

iv. Important Battles and Treaties

1. Battle of Gainsborough
2. Battle of Newbury
3. Battle of Winceby
4. Second Defenestration of Prague
5. Battle of Sablat
6. Peace of Nikolsburg
7. Battle of Stadtlohn
8. Peace of Westphalia
9. Treaty of the Pyrenees

v. Effects of Wars

1. Commonwealth of England
2. Protectorate
3. End of the Church of England's Monopoly
4. Irish Protestant Ascendancy
5. Bankrupted major powers
6. Bourbon France
7. England's focus had shifted away from America

vi. Inventions**1. Math, science, and reason began to emerge during this time**

- a. Galileo, Blaise Pascal, and Isaac Newton were the great thinkers of this time
 - i. Galileo was the first to observe the skies with a telescope. In 1610 he discovered 4 stars orbiting Jupiter
 - ii. Blaise Pascal created the pascaline - the first digital calculator
 - iii. Isaac Newton conducted calculations on gravity and published his work on calculus

2. The Invention of the Telescope

- a. Refracting telescope invented by Hans Lippershey in 1608
- b. Reflecting telescope invented by Isaac Newton in 1668

3. The Invention of the Submarine

- a. Cornelis Drebbel invented the first submarine in 1620
 - i. Called the rowboat submarine
- b. Completion of St. Peter's Basilica
 - i. Finished in 1626
 - ii. Located in Rome

d. Physical Education**i. Background of Soccer**

1. When was it invented?
2. When did soccer become competitive?
3. What modifications or rule changes have been made since its creation?

ii. Proper Forms

1. How do you kick?
2. What is the proper way to pass?
3. How is defense carried out?
4. How do you move with the ball?

5. Procedures and Activities

a. English

- i. Reading independently
- ii. Reading/performing as a large group
- iii. Direct instruction
- iv. Socratic seminars and small group discussion
- v. Watching and analyzing spoken word poetry
- vi. Writing and editing

b. Math

- i. Direct instruction
- ii. Large group discussion
- iii. Small-group activities
- iv. Independent activities

c. Social Studies

- i. Direct Instruction
- ii. Small group discussion/activities
- iii. Debate
- iv. Large group discussion
- v. Technology: looking at different images/videos of inventions

d. Physical Education

- i. Introductory activities in small groups
- ii. Direct instruction and Demonstration
- iii. Technology: watching different soccer players for form demonstration
- iv. Discussion on how soccer came to be and where it is today
- v. Tournament in large groups

6. Instructional Aids and Resources

a. English

- i. Enough copies of *Hamlet* for students to take home
- ii. Box of general props
- iii. Technology: computer and projector to show slam poetry examples
- iv. Laptops or computer lab for in-class time for essays

- b. Math**
 - i. Calculators for the whole class capable of evaluating logarithms
 - ii. Enough books of logarithm tables for a small group activity
 - iii. Paper/writing utensils for the class to write down their work
 - iv. Markerboard/computer presentation to show them the methods of solving logarithms
 - c. Social Studies**
 - i. Primary and Secondary Sources
 - ii. Laptops
 - iii. Printer
 - iv. Computer presentation
 - v. Posters
 - vi. Notebooks
 - d. Physical Education**
 - i. Projector or television for form demonstration
 - ii. Enough soccer balls for at least one per group of two
 - iii. Goals or cones to mark where the goal would be
 - iv. Speaker system for music during activities, and when to signal stoppage
 - v. Whistle for when a penalty occurs, or for use as needed
- 7. Assessment/Evaluation**
- a. English**
 - i. Final paper on a theme in *Hamlet*
 - ii. One-pager assignment
 - iii. Multiple-choice exam on 1600s English culture and plays
 - b. Math**
 - i. Students will be be formatively tested on how to evaluate logarithms of the form $ab^{(ct)}=d$ at the end of the unit through an in-class exam. This exam will involve short-answer and multiple choice questions relating to logarithms and logarithmic functions, with the short-answer questions mostly being graded on the process they took to find the answer.
 - ii. Students will write a reflection about the impact of the calculator in terms of evaluating logarithmic equations and relate it back to the activities done throughout the unit. This reflection should be relatively brief (no more than a page) in order for them to think critically about how math has developed over time and how modern technology has benefited calculation-based mathematics like logarithmic functions.
 - c. Social Studies**
 - i. At the end of the week, students will create, in small groups, a poster focusing on a particular country's religion, culture, and government

structure. This will help students to focus on a specific country and learn from each others' group projects.

- ii. After learning about inventions of the 1600s, students will be able to answer questions to see if they learned about the prominent inventors and the importance of their inventions (This will occur at the beginning of the next class period after learning about this section. The questions will be asked to the class in the form of a group discussion. This will clarify if the students understand or if they need further explanation on the material)
- iii. At the end of the unit, students will do a low-stakes multiple-choice quiz to see what they learned and what they didn't quite understand. Most-missed answers will be once more gone through to make sure students really understand this important time period in history.

d. Physical Education

- i. Students will be evaluated on the following:
 - 1. Kicking form: Seeing if they are kicking with the right part of the foot, not too hard or not hard enough, and how to move around the field of play while dribbling.
 - 2. Passing form: Seeing if they are passing with the right part of the foot, who and when they can pass to, and if they can make appropriate lead passes.
 - 3. Defending: Seeing if they are properly defending without penalty, who is allowed to defend certain areas, and who can touch the ball with their hands.
- ii. Students will be assessed on collaborative and teamwork capabilities through a final soccer tournament at the end of the unit.

Appendix E

<p>Grade: 11/12</p>	<p>Subject: English 11/12</p>
<p>Materials: Each student should have their rough drafts on a Google doc</p>	<p>Technology Needed: Laptops/Chromebook for each student with access to the internet</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>L.1 Demonstrate proficiency in: a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. b. Use parallel structure. c. Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. d. Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive). e. Recognize and correct inappropriate shifts in verb tense. f. Resolve issues of complex or contested usage, consulting reliable references as needed.</p> <p>L.2 Display proficiency in: a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). b. Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing. c. Observe hyphenation conventions.</p> <p>L.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. a. Maintain consistency in style and tone. b. Vary syntax for effect. c. Apply an understanding of syntax to the study of complex texts when reading. d. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).</p> <p>W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use</p>	<p>Differentiation</p> <p>Below Proficiency: Students who are struggling with writing will have their peers’ edits to help guide them in where to go next with their papers.</p> <p>Above Proficiency: Students who are above proficiency in writing will get to offer more help to their peers who are struggling.</p> <p>Approaching/Emerging Proficiency: Students will get to see their peers’ edits and learn what kinds of steps go into good writing and editing.</p> <p>Modalities/Learning Preferences:</p> <p>Social—through discussions and collaboration on their papers</p> <p>Visual—students can see the edits they are making on each others’ papers rather than sharing them out loud</p> <p>Auditory—students can share some of their suggestions with their small groups out loud</p>

<p><i>technology's capacity to link to other information and to display information flexibly and effectively.</i></p>	
<p>Objective(s) TLW apply their knowledge of writing conventions by editing their peers' rough drafts on Google Docs by the end of the class period TLW demonstrate use of the editing feature on Google Docs (including "accept/deny changes" and "comments") to develop stronger papers by the end of the lesson on editing Bloom's Taxonomy Cognitive Level: Understand, Apply, Create</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will either be in their normal groupings or I will group them according to level—ensuring that I have students from all levels in each group. We will do this activity several times throughout the year in different groups.</p>	
<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I will establish the procedures for worktime so that students will know what amount of talking is expected. However, they will be able to talk about their edits as they are working. They simply need to get through 2-3 of their peers' papers.</p>	
Minutes	Procedures
0	Set-up/Prep: Ensure that all students have their Chromebooks in class.
0-5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Remind students of what common grammar mistakes to look for in their peers' drafts. Remind students that drafts are works in progress, not final products. Remind students to point out both strengths AND weaknesses in their peers' papers.
5-10	Explain: (concepts, procedures, vocabulary, etc.) Demonstrate how to use Google Doc's (and/or Microsoft Word's) editing program, including Track Changes, accept/decline changes, and comments.
10-45	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students work in groups to copyedit one another's drafts.
45-48 48-50	Review (wrap up and transition to next activity): Remind students to review their peers' edits and remind them of their papers' due dates. Pack up.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will walk around the class and look over their edits as they work to offer assistance as necessary.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>In the end, when they turn in their papers, the effectiveness of their peer edits will be evident as well as their grasp on writing conventions.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Good integration of technology. Practical and relevant.</p>	

Appendix F

<p>Grade: 9</p>	<p>Subject: English</p>
<p>Materials: Computer w/Spotify; Copy of lyrics of “Love Story”; Speakers; “Gnomeo and Juliet” trailer and “love at first sight” scene; marker board and markers</p>	<p>Technology Needed: Laptop, projector, speakers</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>RL.2: Determine and analyze a theme and/or central idea of texts: a. Determine a theme and/or central idea. b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details c. Cite strong and thorough textual evidence.</p> <p>RL.7: Analyze and evaluate the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Students performing below proficiency will benefit from being in groups where they can hear their peers’ thought processes as we work through finding themes. I will also be able to spend more time checking in with their groups as they are doing discussions. They will also benefit from the guided discussion at the end.</p> <p>Above Proficiency:</p> <p>Students who are performing above proficiency will be able to help their peers. They will also be able to dive deeper into the themes of the text. As I check in on their group discussions, I will challenge them to dig deeper by asking them questions that will pull their themes closer to being relevant to Shakespeare’s <i>Romeo and Juliet</i>.</p>
<p>Objective(s)</p> <p>TLW:</p> <ol style="list-style-type: none"> 1) describe the details in two different mediums’ takes on the same story 2) analyze the themes present in each 3) compare and contrast the representation of similar themes between the mediums 4) explain what is emphasized or absent in each take and why the creator may have chosen to represent it this way <p>Bloom’s Taxonomy Cognitive Level: Remember, Analyze, & Evaluate</p>	<p>Approaching/Emerging Proficiency:</p> <p>Students approaching proficiency will get to listen to how their peers think through the analyzing of texts and themes while also learning how to communicate their own thoughts. Group work will challenge them to either help their below proficiency peers understand by explaining in a new way or to meet their above proficiency/proficient peers in conversation by contributing to the discussion. With small groups, everyone will need to share thoughts.</p> <p>Modalities/Learning Preferences:</p> <p>Visual: movie trailer and printed song lyrics; auditory: song and verbal instructions; verbal: students encouraged to write down their thoughts; social: group discussion; solitary: individual thought process time</p>

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students’ desks will already be grouped into pods of 3-4.</p> <p>Transitions will be signaled both visually and verbally.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students know the routine for group work.</p> <p>Students will know that their phones should not be a distraction, like other activities.</p> <p>Students are not required to raise their hands unless there is someone else already speaking.</p> <p>When media is playing, students may write but may not speak.</p>
Minutes	Procedures
<p>0</p>	<p>Set-up/Prep:</p> <p>Desks will already be arranged in their usual groups. Have lyrics printed and ready to distribute. Computer should be hooked up for sound and video.</p> <p>(Teacher will take attendance during the activity)</p>
<p>0-2</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Bell-ringer for the day is a few Romeo and Juliet memes. I’ll ask students what basic things they know about Romeo and Juliet to start off the unit. What do you already know about Romeo and Juliet? (Getting interest and attention; diagnosing and checking; knowledge)</p>
<p>2-7</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Today, we are going to be discussing theme. Themes are found in all sorts of media. Often, similar themes can be found throughout different songs or movies or plays. A theme is a main idea of a piece. It’s not just one word; it’s an entire idea. (Write definition of theme on the board.)</p> <p>So, we are going to listen to a song and then watch a movie trailer. During both, feel free to take notes on your papers. After each one ends, we’ll take a couple minutes to process our thoughts and take any additional notes. Then we’ll turn and talk about what we have written down before doing the next one. We’ll be comparing them at the end, so be thorough! Any questions? Can anyone explain what we are about to do for the class? (Diagnosing and checking; managing; comprehension)</p> <p>Remember: the purpose is to pick out one or more themes in the song and the movie trailer so we can determine which of them conveyed the theme better and why.</p>
<p>7-48</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will pass out the lyrics for the song. We will listen to “Love Story” by Taylor Swift. The first time, I’ll tell them to just listen without writing. The second time through, they listen with pencils out. Is everyone listening with a pencil? (Managing) Then, I’ll give them 2-3 minutes to finish writing their theme(s) for the song. They can discuss with their groups after these minutes are passed to go deeper and catch one another up with thought processes.</p> <p>Then, we will watch the trailer to <i>Gnomeo and Juliet</i> followed by the scene where they fall in love. Students should write their observations on the backs of their page of lyrics. They will only watch this once, so I’ll remind them to pay attention! Again, they’ll be given 2-3 minutes to finish up final thoughts before discussing with their small groups. What main ideas did you see and what details point to the main idea(s)? (Recalling specific facts or information; Knowledge, Analysis, Synthesis)</p>

	<p>The final 10 minutes of class, we'll talk as a class about the similarities and differences between the themes and how they chose to display them. What similarities and differences do you see between the main ideas of the two mediums? (Encouraging higher-level thought processes; synthesis) Which of the mediums were better at showing their main idea and why? (Allowing expression of affect; engaging higher-level thought process; evaluation) If students are having troubles contributing to discussion, I'll allow them to discuss with their groups before sharing thoughts with the large group. This guided discussion should lead to themes related to overcoming obstacles/hatred in the name of love. I'll write our final class thoughts on the board and encourage students to write the theme down so that they can think about it as they start reading the first scene of <i>Romeo and Juliet</i> (as homework though we will work through it in class the next day). How can we apply this theme to our reading of <i>Romeo and Juliet</i>? (Structuring and redirecting learning; application)</p>
<p>48-50</p>	<p>Review (wrap up and transition to next activity):</p> <p>Pack up and remind students to read the first act of <i>Romeo and Juliet</i>.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Check in with students while they are discussing with their groups. Ask specific students what they are thinking in their groups if they are being quiet.</p> <p>Consideration for Back-up Plan:</p> <p>If students are really struggling to come up with themes/observations about the song/trailer, I will suggest some starting questions to the class. I will write these guiding questions on the board.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>I will call on students to share what their groups discussed, especially if I know they had good discussion. We will analyze similarities and differences between the two mediums.</p> <p>Exit slip (sticky note): Was the theme we decided as a class easier to see in the song or in the movie? Write "song," "movie," or "idk if I see it in either" (diagnosing and checking; comprehension)</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The assessments match the objectives and the activities seem like they'll be interesting and pull kids into the unit.</p>	

Appendix G

Grade: 10		Subject: English 10	
Materials: PowerPoint		Technology Needed: Computer, projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) <i>L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Introduce: a. Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing. Display proficiency in: d. Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements. e. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</i>		Differentiation Below Proficiency: Students will learn the basics about clauses and punctuation Above Proficiency: Students will review the basics about clauses and punctuation and be encouraged to share their reasons for why they answered the way they did on the practice problems. Approaching/Emerging Proficiency: Students will get to practice combining and identifying clauses. Modalities/Learning Preferences: Visual and auditory	
Objective(s) TLW understand dependent and independent clauses and how to punctuate them. TLW apply their understanding of these concepts in the practice exercises.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will remain in their assigned seats.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be encouraged to ask questions and share answers with the class.	
Minutes	Procedures		
0	Set-up/Prep: Set up PowerPoint		
0-3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Invite students to share what they know about clauses, subjects, and/or predicates.		
3-20	Explain: (concepts, procedures, vocabulary, etc.) Go through PowerPoint, encourage them to take notes, and have them complete practice questions in their notebooks. Review answers as we go through the lesson.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		
	Review (wrap up and transition to next activity):		

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**

I will see where the students are at based on how well they answer the practice questions as we go through the lesson.

Summative Assessment (linked back to objectives, END of learning)

As they leave class for the day, they will write on a sticky-note if they understand the lesson (5) or if they do not understand (1) or if they need more practice (3). They will also be graded on their use of commas to combine sentences in their future writing.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Good practice sentences and color coding. Students understood the content. Make sure that timing is adequate! Add visual aids?

Commas and Clauses

Subject:

The subject of the sentence is who/what the sentence is about.

- Simple subject:
 - One word/object
 - Does not include descriptions
 - Ex) The teacher grades a thousand papers.
- Compound subject:
 - Multiple subjects
 - Ex) The teacher and her dog grade a thousand papers each.
- Complex subject:
 - The simple subject *plus* its descriptions
 - Ex) The teacher grades a thousand papers.
 - Ex) The teacher and her dog grade a thousand papers each.

Predicate:

The predicate of the sentence is the action and whatever follows the action.

- Simple predicate:
 - One word: explains what the subject is doing
 - Verb
 - Ex) The teacher grades a thousand papers.
- Compound predicate:
 - The multiple things a subject is doing
 - Ex) The teacher grades a thousand papers and pets her dog.
- Complex predicate:
 - The verb and everything that follows it
 - Ex) The teacher grades a thousand papers.

Practice:

Subjects and Predicates

- **Circle** the **complex subject** and **underline** the **complex predicate**.
- 1. The student studied all night long.
- 2. Dogs are the best friends in the world.
- 3. My classmate and I get along well.

Clause:

A clause contains both a subject and a predicate. (A **fragment** does not.)

- **Clause** or **fragment**?
- 1. An elephant in the room.
- 2. Because my teacher likes memes.
- 3. The dog barks.
- 4. My sister who sleeps through every class period.

Independent clause:

An independent clause can stand by itself as a complete sentence. (A **dependent clause** cannot. Look for a *subordinating* conjunction.)

- **Independent clause** or **dependent clause**?
- 1. Although kittens are cute.
- 2. Seven is the best number.
- 3. Because my teacher likes memes.
- 4. Chips and salsa spilled all over the floor.

Combining clauses

- **Independent clause + Independent clause**
 - Combine using a **comma** and a **conjunction**
 - **OR:** Combine using a **semicolon**
 - Ex) I like eggs in the morning, and I like to watch the sunrise.
 - Ex) I like eggs in the morning; I also like to watch the sunrise.
- **Independent clause + Dependent clause**
 - Combine *without* commas
 - Ex) I like eggs in the morning while I watch the sunrise.
- **Dependent clause + Independent clause**
 - Combine using a **comma**
 - Ex) While I watch the sunrise, I like to eat eggs.

Practice: Combining Clauses

- 1. The cat jumped over the moon. The cow laughed.
- 2. Because I like video games. I stayed up all night.
- 3. *Hamlet* is my favorite play. *The Crucible* is good too.
- 4. I get along well with my dog. But I don't get along with my horse.
- 5. Pinochle is the best card game. Because it takes both strategy and luck.

Review

- When do we use commas to combine sentences?
- When do we not use commas to combine sentences?
- When can we use semicolons to combine sentences?
- Are there any other ways commas and semicolons can be used?

Appendix H

<p>Grade: 10</p>	<p>Subject: English</p>
<p>Materials: Chromebooks, newspapers, magazines</p>	<p>Technology Needed: Chromebooks</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>L.1 e. Recognize and correct inappropriate shifts in verb tense. f. Resolve issues of complex of contested usage, consulting reliable references as needed. g. Ensure pronoun-antecedent agreement. h. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. i. Explain the function of phrases and clauses in general and their function in specific sentences. j. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. k. Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive). l. Recognize and correct inappropriate shifts in pronoun number and person. m. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Introduce: a. Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing. Display proficiency in: d. Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements. e. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p>Differentiation</p> <p>Below Proficiency: Students will be able to work together with those who are more proficient to learn from each other. I will also be offering assistance to those who are below proficiency. Those who need extra assistance will also be given additional guidance on which search cues will guide them to good sites and will be urged to use the physical resources on hand.</p> <p>Above Proficiency: Students will be urged to help guide their groups or work alone if they choose. They will be allowed to explore and excel at their own rate. I will be around the room to ensure that they are on task rather than getting distracted and bored.</p> <p>Approaching/Emerging Proficiency: Students will be able to explore at their own rate and will be challenged by their classmates if they choose to work in groups. They will also explore the relevance of the topic in real-world situations, which will help them latch onto the subject matter more eagerly.</p> <p>Modalities/Learning Preferences: Verbal, Visual, Social, Solitary, Combination</p>
<p>Objective(s)</p> <p>TLW <i>apply</i> understanding of grammar knowledge to real-world published documents to <i>critique</i> writers' usage of conventions.</p> <p>TLW <i>compare</i> and <i>contrast</i> different articles and mediums of published writing to find the best and worst overall usages of conventions.</p> <p>TLW <i>understand</i> the importance of proper usage of conventions in their own writing from this point forward and be able to <i>identify</i> mistakes in their own pieces in their own editing processes.</p> <p>Bloom's Taxonomy Cognitive Levels: Understand, Apply, Analyze, Evaluate</p>	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Grouping will most likely be optional based on the classroom dynamic. However, if the specific classroom cannot handle it or I feel like the activity would serve better with specific groupings, I will let students decide first if they'd like to work individually and then I will group students so that struggling students are with students who are more advanced with editing content. I will also make sure students who are better at staying on task are with students who struggle with staying on task.</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students may get distracted by the internet, but I will be on my feet and around the room watching what the kids are working on. I will have them be keeping track of their findings so that I can see that they are working. If students cannot handle searching on Google, I will allow them to look through the newspapers or magazines that I have provided instead so that they may still contribute to their groups.</p>	
Minutes	Procedures		
0	<p>Set-up/Prep: Have newspapers, magazines, and other media options aside but ready for student access. If groups are pre-determined, have students already go to their assigned groups by projecting them up on the board as they walk into room. Otherwise, students will go to normal seats and group up later.</p>		
0-5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Start with normal bell-ringer activity. Have students take out their grammar notes for reference. Show students a few memes about funny grammar mistakes in media.</p>		
5-10	<p>Explain: (concepts, procedures, vocabulary, etc.) Pass out the instructions. Explain the activity (Grammar Cop): compare at least 4-8 different sites/mediums/sources/platforms and find the two best and the two worst edited media sources. Provide specific examples. Keep track of your findings. You may work individually or as a group.</p>		
10-40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students explore with their groups or individually different examples of published grammar mistakes across different media. They keep track either on a Google Doc that they will print or on a sheet of paper that they will hand in at the end of the class period. I will ask them questions about their findings as they go along, if only to help them narrow down their search.</p>		
40-48	<p>Review (wrap up and transition to next activity): Students will share out one of their top best media and one of the worst media when it comes to editing abilities. I will ask them why it is important to be able to catch errors before we publish our work. I will tell them that they are now expected to be able to identify errors in their own work <i>before</i> they “publish” it (or turn it in). They will hand in their notes from the activity (of the corrected errors they identified in the articles).</p>		
48-50	Pack up and leave.		
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>I will be assessing my students’ understanding as they work by listening to their conversation as I walk around the classroom. I will also look at their notes they submit after class.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>I will see what they learned by assessing their usage of grammar in their papers at the end of the next unit and every writing assignment they turn in.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>			

Appendix I

<p>Grade: 9</p> <p>Materials: Computer w/Spotify; Copy of lyrics of “Love Story”; Speakers; “Gnomeo and Juliet” trailer and “love at first sight” scene; marker board and markers</p>	<p>Subject: English</p> <p>Technology Needed: Laptop, projector, speakers</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>RL.2: Determine and analyze a theme and/or central idea of texts: a. Determine a theme and/or central idea. b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details c. Cite strong and thorough textual evidence.</p> <p>RL.7: Analyze and evaluate the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Students performing below proficiency will benefit from being in groups where they can hear their peers’ thought processes as we work through finding themes. I will also be able to spend more time checking in with their groups as they are doing discussions. They will also benefit from the guided discussion at the end.</p> <p>Above Proficiency:</p> <p>Students who are performing above proficiency will be able to help their peers. They will also be able to dive deeper into the themes of the text. As I check in on their group discussions, I will challenge them to dig deeper by asking them questions that will pull their themes closer to being relevant to Shakespeare’s <i>Romeo and Juliet</i>.</p>
<p>Objective(s)</p> <p>TLW:</p> <ul style="list-style-type: none"> 5) describe the details in two different mediums’ takes on the same story 6) analyze the themes present in each 7) compare and contrast the representation of similar themes between the mediums 8) explain what is emphasized or absent in each take and why the creator may have chosen to represent it this way <p>Bloom’s Taxonomy Cognitive Level: Remember, Analyze, & Evaluate</p>	<p>Approaching/Emerging Proficiency:</p> <p>Students approaching proficiency will get to listen to how their peers think through the analyzing of texts and themes while also learning how to communicate their own thoughts. Group work will challenge them to either help their below proficiency peers understand by explaining in a new way or to meet their above proficiency/proficient peers in conversation by contributing to the discussion. With small groups, everyone will need to share thoughts.</p> <p>Modalities/Learning Preferences:</p> <p>Visual: movie trailer and printed song lyrics; auditory: song and verbal instructions; verbal: students encouraged to write down their thoughts; social: group discussion; solitary: individual thought process time</p>

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students’ desks will already be grouped into pods of 3-4.</p> <p>Transitions will be signaled both visually and verbally.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students know the routine for group work.</p> <p>Students will know that their phones should not be a distraction, like other activities.</p> <p>Students are not required to raise their hands unless there is someone else already speaking.</p> <p>When media is playing, students may write but may not speak.</p>
Minutes	Procedures
<p>0</p>	<p>Set-up/Prep:</p> <p>Desks will already be arranged in their usual groups. Have lyrics printed and ready to distribute. Computer should be hooked up for sound and video.</p> <p>(Teacher will take attendance during the activity)</p>
<p>0-2</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Bell-ringer for the day is a few Romeo and Juliet memes. I’ll ask students what basic things they know about Romeo and Juliet to start off the unit. What do you already know about Romeo and Juliet? What could be some possible themes in Romeo and Juliet? (Getting interest and attention; diagnosing and checking; knowledge) (Students answer question on a sticky note and come stick it on the board when finished. I’ll read through some of their answers out loud. OR Students answer questions out loud and I’ll write their answers on the board.)</p>
<p>2-7</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Today, we are going to be discussing theme. Themes are found in all sorts of media. Often, similar themes can be found throughout different songs or movies or plays. A theme is a main idea of a piece. It’s not just one word; it’s an entire idea. (Write definition of theme on the board.)</p> <p>So, we are going to listen to a song and then watch a movie trailer. During both, feel free to take notes on your papers. After each one ends, we’ll take a couple minutes to process our thoughts and take any additional notes. Then we’ll turn and talk about what we have written down before doing the next one. We’ll be comparing them at the end, so be thorough! Any questions? Can anyone explain what we are about to do for the class? (Diagnosing and checking; managing; comprehension)</p> <p>Remember: the purpose is to pick out one or more themes in the song and the movie trailer so we can determine which of them conveyed the theme better and why.</p>
<p>7-48</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will pass out the lyrics for the song. We will listen to “Love Story” by Taylor Swift. The first time, I’ll tell them to just listen without writing. The second time through, they listen with pencils out. Is everyone listening with a pencil? (Managing) Then, I’ll give them 2-3 minutes to finish writing their theme(s) for the song. They can discuss with their groups after these minutes are passed to go deeper and catch one another up with thought processes.</p> <p>Then, we will watch the trailer to <i>Gnomeo and Juliet</i> followed by the scene where they fall in love. Students should write their observations on the backs of their page of lyrics. They will only watch this once, so I’ll</p>

	<p>remind them to pay attention! Again, they'll be given 2-3 minutes to finish up final thoughts before discussing with their small groups. What main ideas did you see and what details point to the main idea(s)? (Recalling specific facts or information; Knowledge, Analysis, Synthesis)</p> <p>The final 10 minutes of class, we'll talk as a class about the similarities and differences between the themes and how they chose to display them. What similarities and differences do you see between the main ideas of the two mediums? (Encouraging higher-level thought processes; synthesis) Which of the mediums were better at showing their main idea and why? (Allowing expression of affect; engaging higher-level thought process; evaluation) If students are having troubles contributing to discussion, I'll allow them to discuss with their groups before sharing thoughts with the large group. This guided discussion should lead to themes related to overcoming obstacles/hatred in the name of love. I'll write our final class thoughts on the board and encourage students to write the theme down so that they can think about it as they start reading the first scene of <i>Romeo and Juliet</i> (as homework though we will work through it in class the next day). How can we apply this theme to our reading of <i>Romeo and Juliet</i>? (Structuring and redirecting learning; application)</p>
<p>48-50</p>	<p>Review (wrap up and transition to next activity):</p> <p>Pack up and remind students to read the first act of <i>Romeo and Juliet</i>.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Check in with students while they are discussing with their groups. Ask specific students what they are thinking in their groups if they are being quiet.</p> <p>Students will be encouraged to make a Venn Diagram to compare the two mediums and their themes or find another way to organize their thoughts. These diagrams will quickly show me if they are understanding the similarities and differences as I walk around the classroom.</p> <p>I will "check for transfer" when the students talk about how they will apply the theme to the <i>Romeo and Juliet</i> play, or how they will go about analyzing for theme as we read it. (This will occur during our final discussion after we come back together after the activity.)</p> <p>Consideration for Back-up Plan:</p> <p>If students are really struggling to come up with themes/observations about the song/trailer, I will suggest some starting questions to the class. I will write these guiding questions on the board.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>I will call on students to share what their groups discussed, especially if I know they had good discussion. We will analyze similarities and differences between the two mediums.</p> <p>Exit slip (sticky note): Was the theme we decided as a class easier to see in the song or in the movie? Write "song," "movie," or "idk if I see it in either" (diagnosing and checking; comprehension)</p> <p>--This could work for a summative assessment for the day's work AND a formative assessment in the unit as a whole.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The assessments match the objectives and the activities seem like they'll be interesting and pull kids into the unit.</p>	

Homework Policy

My teaching philosophy is based upon the Love and Logic philosophies of establishing a mutual respect between my students and myself and showing my students that I care. I plan to challenge my students to take responsibility for their successes as well as their mistakes, to confront misbehavior by giving students a chance to explain themselves rather than having “zero-tolerance” policies, and to establish relationships with my students through conversations and through their writing.

- How much homework to expect?
 - Students will have reading and writing to complete at home over the course of the year as well as occasional grammar and poetry assignments. Since reading and writing take time, they will always be given adequate time to complete the assignment along with a heads-up well in advance for when things are due. There will be time in class to work on much of the work, but they should expect to have leftover editing, brainstorming, and occasionally reading to finish up at home. However, it will be manageable. Between 30 minutes to 2 hours of homework a week, depending on what they finish in class.
- How will homework be assigned?
 - I will assign homework in class as well as on the board so that students have a visual reminder of the assignment. They will often have time to start assignments in class so that they can ask questions on anything they do not understand.
- Absences and extensions

- If a student is going to be absent, the standard procedure is to ask me what he will miss and to get notes from another student. This is to be done before the absence. If a student will not be able to complete an assignment on time (due to an absence or a life situation) he may approach me during work time and tell me the situation. We will discuss another option that will work for both of us. If we decide that an extension is necessary, he will have the responsibility of telling me the date which he will have his work done and he will not be able to turn in the work any later than the date he decides. This teaches responsibility and self-discipline, as well as establishes a relationship between me and the student.
- Turning in assignments
 - Assignments are to be done before class starts and will be collected during class.
- Grading
 - Assignments will be graded based on what students have learned so far in my class. Rubrics will be used to reflect what students are expected to know so far. Not every assignment will be graded. “Big” papers will be peer-edited before they are turned in so that students get the opportunity to learn from each other and so that I do not get swamped with small edits in my grading. I will always get papers back to my students as quickly as possible so that they can see feedback and apply it to their next assignment.

Name _____

To Think or Not to Think? (That is the Question)

*Hamlet Unit Test***Match the literary term to its definition. Write the letter of the definition on the line.**

- | | |
|----------------------|--|
| ___1. Soliloquy | A. a situation where the reader knows something that the characters do not know |
| ___2. Monologue | B. long, uninterrupted speech that is spoken while other characters are on stage |
| ___3. Dialogue | C. speech that a character gives when alone on stage |
| ___4. Dramatic Irony | D. a character's dialogue is spoken but not heard by other actors on stage |
| ___5. Aside | E. two or more characters engaged in a conversation with one another |

Write T if the statement is *True*. Write F if the statement is *False*.

- ___6. Hamlet does not kill Claudius while he is praying because he feels bad for Claudius.
- ___7. Hamlet is seen as a villain after his death.
- ___8. Ophelia sees through Hamlet's madness.
- ___9. Laertes's problem in the final scene is that he acts before thinking through his actions.
- ___10. *Poetic Justice*: All characters receive what they deserve according to poetic justice in the end of this drama.

Write the letter of the best answer in the blank.

- ___11. Which is NOT a *motif* that shows up many times throughout *Hamlet*?
- A. the pear tree
- B. false face
- C. fishing
- D. youth/age

- ___12. When speaking to Polonius, Gertrude impatiently requests that he speak “more matter, with less _____.”
- A. blabbering
 - B. art
 - C. science
 - D. hesitation
- ___13. Why does Hamlet *originally* dislike Claudius in the beginning of the drama?
- A. He is bitter against uncles.
 - B. He believes Claudius has killed his father.
 - C. Claudius doesn't want him to date Ophelia.
 - D. Claudius marries Gertrude so soon after his father's death.

Fill in the blank with the best answer. (Answers will be limited to 1 or 2 words.)

14. A scene in the play *The Mousetrap* is rewritten by _____ to get a reaction from _____ in order to reveal if he is guilty.
15. In the beginning of the drama, _____ speaks to Hamlet and tells him that he has been murdered. (Be specific!)
16. The monologue beginning “To be or not to be” is given by _____ and reflects on whether suicide is a better alternative to life.
17. _____ is the character who talks too much. He is also the father of Ophelia and Laertes.
18. In the end of the drama, the character left alive to tell the story of Hamlet is _____.

Response. Answer the following questions on a separate sheet of paper using complete sentences. Be sure to address all parts of the question.

19. How does *Hamlet* fulfill aspects of a tragedy? What makes the main character noble? What is his *hamartia*? How does Shakespeare avoid making *Hamlet* a *didactic* story? (1-2 paragraphs; 6-10 sentences total.)
20. After reading *Hamlet*, what do you think is the right balance between thinking too much or thinking too little? Use characters from the drama to support your claim. (2-3 paragraphs; 9-12 sentences total.)

Teacher notes:

Unit Name: “To Think or Not to Think? (That is the Question)”

Essential question: What is the right balance between thinking too much and too little?

Standards:

1. CCSS.ELA-LITERACY.RL.11-12.2 *Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*
2. CCSS.ELA-LITERACY.RL.11-12.3 *Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).*
3. CCSS.ELA-LITERACY.RL.11-12.4 *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)*
4. CCSS.ELA-LITERACY.RL.11-12.5 *Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.*

Answer Key

Questions 1-5: **Standards:** CCSS.ELA-LITERACY.RL.11-12.3 & CCSS.ELA-LITERACY.RL.11-12.5; **Bloom's Taxonomy Level:** Knowledge

1. C
2. B
3. E
4. A
5. D

Questions 6-10: **Standards:** CCSS.ELA-LITERACY.RL.11-12.2 & CCSS.ELA-LITERACY.RL.11-12.3 & CCSS.ELA-LITERACY.RL.11-12.5; **Bloom's Taxonomy Level:** Comprehension

6. F
7. F
8. F
9. T
10. F

Questions 11-13: **Standards:** CCSS.ELA-LITERACY.RL.11-12.2 (Question 11) & CCSS.ELA-LITERACY.RL.11-12.4 (Question 12) & CCSS.ELA-LITERACY.RL.11-12.5 (Question 13); **Bloom's Taxonomy Levels:** Analysis and Comprehension

11. A
12. B
13. D

Questions 14-18: **Standards:** CCSS.ELA-LITERACY.RL.11-12.2 & CCSS.ELA-LITERACY.RL.11-12.3 & CCSS.ELA-LITERACY.RL.11-12.4; **Bloom's Taxonomy Levels:** Knowledge and Comprehension

14. Hamlet, Claudius
15. King Hamlet's Ghost (Hamlet's father's ghost)
16. Hamlet
17. Polonius
18. Horatio

Question 19: **Standards:** CCSS.ELA-LITERACY.RL.11-12.3 & CCSS.ELA-LITERACY.RL.11-12.5; **Bloom's Taxonomy Levels:** Application, Analysis, and Synthesis

19. Include noble trait and hamartia; ending poorly for the tragic hero; (optional: catharsis of pity and fear); **noble trait:** Hamlet thinks too much; **hamartia:** Hamlet thinks too much; **didacticism:** no simple solution to solve all the problems; uses characters of all types yet they all end in inevitable death

Question 20: **Standards:** CCSS.ELA-LITERACY.RL.11-12.2 & CCSS.ELA-LITERACY.RL.11-12.5; **Bloom's Taxonomy Levels:** Analysis and Synthesis

20. May include: Hamlet thinks too much; Laertes thinks too little; Claudius thinks in the middle but is a villain

Spoken-Word Poem

Name: _____

Due: _____

For this assignment, we will be working on communicating an idea or an argument to our peers using spoken word poetry as our medium. You will be writing this piece either to entertain, persuade, or motivate.

- Content
 - Choose a topic you are passionate about. Your idea should be well thought-out, and your message should be complete. If your poem communicates a problem, give a solution. If it's about something happy, give us a new way to look at it. If it's inspirational, give us a call to action. Spoken-word poems are about complete ideas, similar to a paper.
- Structure
 - Spoken-word poems do not have a strict rhyme scheme or stanza structure. Instead, they are marked by auditory poetic techniques and metaphors. Include at least 10 separate uses of auditory techniques (alliteration, onomatopoeia, assonance, consonance, rhyme, etc.), 2 metaphors, and 1 extended metaphor.
- Delivery
 - You will be presenting your poem out loud, and you will be scored on your delivery (see rubric for specifics). Make sure your presentation matches your content. Be confident. Stand on a chair to practice! Be careful not to rush so that we can be sure to understand what you are saying. Show us how passionate you are about your content through your delivery! You will not be required to memorize your piece, but you should know it well enough that you are not reading from your paper.

A key to spoken-word poetry, like we watched in class, is to be confident and passionate about your topic. Though you will not be graded on length, do not expect to communicate your full idea in less than 2 minutes. If your poem is longer than 5 minutes, make sure you are not rambling and that your words are still intentional. Meet with me about your topic before you start writing your poem! Poems will be due before the day you present.

Have fun! Be confident!

Spoken-Word Poetry Assignment: Grade 10

Teacher notes

This project works with the following standards:

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5

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.

Language Standards

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.L.9-10.3

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.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

These standards are assessed through the two-part nature of the performance-based assessment.

The first part of the assignment, the writing of the piece, assesses the student's understanding of writing and language. Rather than testing students on their understanding of figurative language and conventions of the English language, students will demonstrate their understanding in the application of figurative language and grammatical conventions within their written poem. They will also apply their understanding of effective organization of ideas through the structure of their written poem.

The second part of assignment, the performance, assesses the student's understanding of how to present information in different settings using a different form.

The rubric assesses the student's writing as well as his/her performance. The first two categories (content and structure) focus on assessing the writing and language standards while the final four categories specifically assess the speaking and listening standards. The categories will be weighted so that not every category on the rubric holds the same point value. For example, the content and structure categories will be worth more points than the volume category.

Before entering into this performance assessment, students should be familiar with:

- Figurative language techniques including but not limited to metaphors and auditory techniques (alliteration, assonance, consonance, rhyme, etc.)
- How to structure a formal argument and how poets use these structures to effectively communicate their persuasive ideas
- The difference between a complete and an incomplete idea
- How effective poets deliver their writing
- Different ways to structure writing and why one form may be more effective than another for a topic (formal essays, newspaper columns, formal speeches, spoken word poetry, etc.)

Spoken-Word Poetry Presentation Rubric Grade 10					
	5	4	3	2	1
Content	Idea is well thought-out. Message is complete.		Ideas are undeveloped or message is incomplete.		Ideas are underdeveloped and message is incomplete. Similar to a rant. Needs editing!
Structure	At least 10 uses of auditory techniques, 2 metaphors, and 1 extended metaphor.		Poem lacks some auditory techniques and metaphors are incomplete or do not make sense.		Poem lacks most auditory techniques and metaphors. Structure does not sound poetic. Needs editing!
Posture	Presenter stands confidently. Hands are not fiddling with paper. Is relaxed.		Presenter is visibly nervous but warms up throughout the piece.		Presenter's nerves distract from his/her content. Appears under-prepared.
Pauses/Clarity	Presenter does not rush. Words are clear. Pauses are obviously intentional.		Presenter rushes and stumbles over some words. Voice is not clear.		Presenter is underprepared and is not intentional with his/her words.
Volume	Presenter is loud enough for everyone to hear. He/she uses inflections relevant to content. Does not sound like a robot.		Presenter is sometimes hard to hear or does not use vocal inflections.		Presenter is too quiet or loud almost always. Volume does not change throughout the piece.
Presentation	Presenter knows his/her poem well. Makes eye contact. Body language matches the content of the piece. Presenter is obviously passionate about topic.		Presenter somewhat knows piece but sometimes relies too heavily on script. Presenter's body language does not seem to naturally reflect piece.		Presenter does not know piece well and reads off script. Presenter does not exhibit relevant body language and does not appear passionate about topic.