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| **Teacher Name:** | Tuere Ganges |
| **Subject/Grade level:** | Freshman Seminar – 9th Grade |
| **Date:** | 3/21/14 – **Green Post-secondary options** |
| **Unit Title:** | Post-secondary Decisions |
| **Description:** | The purpose of this unit is to get students thinking about life after graduation while they are still in the 9th grade. Throughout this unit, I spotlight different colleges and career choices. This lesson naturally fits into the unit by encouraging students to think about this rapidly growing industry and some college majors that can lead to jobs in the green sector. |

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|  | **OBJECTIVE. Measurable, Manageable, Made First, Most Important** | **CONNECTION TO BIG GOAL. How does the objective connect to the summer achievement goal?** |
| **Pre-Planning** | SWBAT identify post-secondary opportunities in the green industry. | **By the end of the school year, students will be able to achieve 80% mastery of all course content (study skills, careers, college planning, social interactions, and technology) which prepares them for college and careers.** |
| **STANDARD. What standard will your students be making progress towards mastering when they master this objective?** |  |
| CCSS.ELA-Literacy.RI.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | CCSS.ELA-Literacy.SL.9-10.1.aCome to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| **ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.** | **KEY POINTS. What knowledge and skills are embedded in the objective?** |
| Worksheet requires students to define “green jobs” and list college majors that can lead to a career in the green sector. Discussion requires students to verbalize their understanding of content. | Green jobs, industry, sectorCollege majors |
| **PREPARATION. Describe what you will need to do operationally to ensure that the lesson is prepared, like writing on the board, making posters, or making copies.** |
| Smart board, power point presentation, handouts, equity sticks, word bank and accountable talk posters. |
| **Opening**  | **OPENING. How will you engage student interest and connect lesson content to previous learning and your students’ goals?** |
| **Teacher will…** | **Student will…** |
| Do Now: Rewrite the quote in your own words.“None of us can change our yesterdays, but all of us can change our tomorrows.”<Teacher will circulate to verify students are writing and also discussing the green aspect of placing the Do Now and Exit Ticket on the same page while utilizing the margins for notes and responses.> | Students will rewrite the quote on their handouts. |

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|  | **INTRODUCTION OF NEW MATERIAL. How will you introduce the knowledge and/or skills of the lesson? What will your students be doing to process this information?** |
| **I Do** | **Teacher will (do)…** | **Students will (watch/process)…** |
| Today, we’re going green with our conversation about post-secondary decisions. We will discuss why the Green Industry is rapidly growing, what that means for our future opportunities, and what green post-secondary opportunities are out there for us right now.What do you think a “green job” is?We have two short articles to read, questions to answer, and then we’ll have a lot to talk about. So we’ll be breaking up into groups for the first part. Huddle up! | Students may raise hands to respond. Teacher is prepared to call for a turn and talk and cold call afterwards.Students will break up into their groups. |
| **We Do** | **GUIDED PRACTICE: In what ways will your students attempt to do what you have outlined? How will you monitor and coach their performance?** |
| **Teacher will (help)...** | **Students will (do)…** |
| We’re going to share out the reading. I have my handy-dandy equity sticks. When I call your name, you will pick up the reading until the next person is called. As we read out loud, you are following along with your eyes and your mouths are closed to respect the readers. What are we about to do?<Teacher chooses sticks for different people to read. Teacher has a small basket of candy to reward the readers for participating.>Great reading everyone! Now, read the next article with your team then discuss the questions that follow. Be prepared to share in 5 minutes.<After timer goes off.> Share out! What is a green job anyway? <Teacher counts the number of people who have raised hands out loud and waits for larger number.>Who can give me an example of a green job? I’ll take 3 hands.Why do you think the green industry is growing so rapidly? <Teacher counts hands out loud again.>Had anyone thought about going into the green industry before today?Is anyone now considering going into the green industry after our brief discussion today? | Cold call on a student to repeat expectations.Students share out reading of the first article as they are randomly called.Students share reading in their small groups and discuss the questions on the worksheet.Selected student gives the definition from the first article.Selected students give examples.Selected student gives an opinion on the growth or quotes the article. Teacher may hold up article and point to nudge students towards an answer.Students may raise hands to say they have considered green jobs or teacher may ask why students were not interested in green jobs.Teacher may call on student who previously mentioned wanting to work with his hands or the student who wants to be an architect if no one else volunteers. |
| **You Do** | **INDEPENDENT PRACTICE. In what ways will your students attempt the objective on their own? How will you gauge mastery?** |
| **Teacher will (watch)…** | **Students will (do)…** |
| Exit ticket: Respond in 2 or 3 complete sentences how the following quote makes you feel about your future.“It doesn’t matter where you are, you are nowhere compared to where you can go.” | Students respond to quote. |
| **Closing**  | **CLOSING. How will you have students summarize what they’ve learned? How will you reinforce the objective’s importance and its link to past and future learning?** |
| **Teacher will…** | **Students will…** |
| <Teacher calls for students to put their desks back and turn in their handouts.> | Students will put their desks back and turn in their work. |

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|  | **Enrichment/Extension/Re-teaching/Accommodations: *(How will my lesson satisfy the needs of all learners?)*** |
| **Teacher will…** | **Students will…** |
| The Do Now and Exit Ticket slides are copied on the handout for students who need longer to read and respond.Small groups have been pre-selected so that struggling readers have a strong reader in the group.Discussion gives struggling readers a chance to participate successfully since most enjoying talking about the topics, just not reading about them. |  |

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| **Structure** | **Strategies Included in the City School/ Model of Highly Effective Literacy Instruction – English 9-12** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR) -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |

**Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Attendance and Behavior Chart**

**Date: \_\_3/21/14\_\_\_\_ Period: \_\_7\_\_**

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| **SCHOLAR’S NAME** | **A** | **DN** | **CW** | **ET** | **HW** | **1** | **2** | **3** | **C** | **COMMENTS** |
| Anderson, Samantha |  |  |  |  |  |  |  |  |  |  |
| Baldwin, Donyea |  |  |  |  |  |  |  |  |  |  |
| Battle, Stephanie |  |  |  |  |  |  |  |  |  |  |
| Blanding, DayQuiere |  |  |  |  |  |  |  |  |  |  |
| Briggs, Cartese |  |  |  |  |  |  |  |  |  |  |
| Corn, Jada |  |  |  |  |  |  |  |  |  |  |
| Davis, Demetria |  |  |  |  |  |  |  |  |  |  |
| Downing, Treyonna |  |  |  |  |  |  |  |  |  |  |
| Evans, Dorian |  |  |  |  |  |  |  |  |  |  |
| Foster, Ervin |  |  |  |  |  |  |  |  |  |  |
| Geater, Tyrek |  |  |  |  |  |  |  |  |  |  |
| Hamilton, Knowledge |  |  |  |  |  |  |  |  |  |  |
| Holmes, Cha-Carra |  |  |  |  |  |  |  |  |  |  |
| Keitt, Bryana |  |  |  |  |  |  |  |  |  |  |
| Manning, Shawn |  |  |  |  |  |  |  |  |  |  |
| Matthews, Paul |  |  |  |  |  |  |  |  |  |  |
| McCaskill, Cameron |  |  |  |  |  |  |  |  |  |  |
| Reed, Tyrik |  |  |  |  |  |  |  |  |  |  |
| Rogers, Keon |  |  |  |  |  |  |  |  |  |  |
| Scott, Dajuan |  |  |  |  |  |  |  |  |  |  |
| Shields, Shemar |  |  |  |  |  |  |  |  |  |  |
| Young, Malik |  |  |  |  |  |  |  |  |  |  |

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| A = ATTENDANCE | CP = CELLPHONE | NFD=NOT FOLLOWING DIRECTIONS | 1 = MINUS 1 PT |
| DN = DO NOW | CO = CALLING OUT | NP = NOT PREPARED | 2 = MINUS 2 PTS |
| CW = CLASS WORK | D = DISRESPECTFUL | NW = NOT WORKING | 3 = MINUS 5 PTS |
| ET = EXIT TICKET | DO=DISTRACTING OTHERS | OS = OUT OF SEAT | C = CONSEQUENCE |
| HW = HOMEWORK | HP = HORSEPLAY | T = TALKING | PC = PRIDE CARD |