**Chinle High School**

**Instructional Planning**

**(Daily and/or Multiple Day Lesson Plan)**

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| **paws watermark2Teacher:** Serena Jimmy **Subject:** Career Exploration **Date(s): Unit:** Bulls Eye Chart | | |
| **Focused Learning: (Learning Target)**  All 4 directions explicitly written to address all components of the learning of the state approved Strand/Domain/Standard/Object | **Strand/Domain/Standard/Objective** | **Specific examples of Learning Activities:** (I Do, We Do together, You Do together/You Do alone)  Instructional Supports if any (ESS Accommodations, Tier III Interventions, etc…) |
| **EAST (Declarative): What is it the students will learn**  I will evaluate individual strengths, values and personality traits.  **SOUTH (Procedural): How the student will learn it**  I will show that I can do this by identifying and articulating those things that are extremely important to me on an emotional level.  **WEST (Contextual): How the student will know if they mastered it**  To know how well I am doing this I will include the list of passions from the worksheet to write an essay of an ideal day of many of my favorite experiences.  **NORTH (Experiential): Reflection of the learning by the student**  It is important for me to know this because I need to understand how my unique identity is a necessary and ongoing part of any rewarding life.  DAY 2  **SOUTH (Procedural): How the student will learn it**  I will show that I can do this by citing the author’s expression of how she articulates passions in the poem Sonnets of the Portuguese.  **WEST (Contextual): How the student will know if they mastered it**  To know how well I am doing this I will create some hyperbole statements and underline hyperbole statements in the poem.  DAY 3  **SOUTH (Procedural): How the student will learn it**  I will show that I can do this by identifying reasons I have a passion to describe the feelings about my passion.  **WEST (Contextual): How the student will know if they mastered it**  To know how well I am doing this I will create a poem with 14 stanzas describing my passion and incorporating at least 5 hyperboles in the poem to make my audience understand my passion. | **Career Technical Education Standards:**  **(CTE Subjects)**  1.0 Evaluate Individual Strengths, Values, and Personality Traits  1.1 Evaluate the importance of a positive self-concept  1.2 Explore and relate personal achievements, interests and skills to career options | **DAY 1**  **Bell Work:** Why is passions important to find a career?  **I Do:** Read page 28 assign three students roles, Letitia, James, and Narrator to read the story  **We Do:** Have students complete the “Identifying Your Passions” Worksheet.  **You Do:**  Using the list of passions from the worksheet have students write a short essay on their ideal day—one that involves as many of their favorite experiences as possible.  **DAY 2**  **Journal Entry (Bell Work)**  Write these two definitions on the board for students to copy in their notebooks.  -Powerful emotion; boundless enthusiasm; deep, overwhelming feeling; or avid interest  -Passion is the energy and enthusiasm wedded to a sense of purpose that gives life meaning and pleasure.  Think: Have students come up with a definition of their own.  Pair-Up: Brainstorm a definition they will share with the class  Share: Have students share with the class their definition.  \*If students allude to romantic overtones in the term, ask student to describe the feeling. List on the board to help identify other passions.  “What else makes you grin?” “What other situations make your heart race?” “What else do you do that makes you lose track of time?”  Discuss your definition of passion.  Assign a student to read the poem “Sonnets of the Portuguese”  Think- Let students answer the two questions  Pair- Pair students to share their response  Share with the class  **Figurative Language: Hyperbole (Hyper-bull-e)**  **I Do:** Read the definition of hyperbole and read the examples provided. Model a hyperbole for the first question. “The line was about a mile long.” “The crowd was so long there was no end in sight.”  **We Do:** Think-Pair-Share for a couple of the questions.  **You Do:**  Have students do the last one alone to share with the class.  **DAY 3**  **Poem:**  Give some time for students to write a 14 stanza Sonnet. Explain to students that a Sonnet consists of 14 lines and has a rhythm like a song. If you have an example of a poem you wrote model for students.  After the rough draft is complete have students write it in MS Word for their portfolio. |
| ESS Accommodations: Tier III Interventions:  Teacher assistance with a definition of passions, TPS to come up with a better understanding of the topic, provide student with a sentence starter to begin their essay. Decrease the size of the essay in the short amount of time allotted. |
| **Specific Evidence from the student to be assessed for a grade: (In order of relevance: Written, created, test, quiz, verbal etc…)** | | |
| Written essay using the terms of an ideal day relating to passions from the worksheet.  Hyperbole Passion Poem | | |