**Language Arts Planning Project**

Part One: Designing the Lesson

1. Create/describe one class for this assessment by providing context information.

Choose a district or school for your hypothetical class. Use your own experience or data you find on school report cards and websites to help you in this process. Consider demographics, location (community), test scores, programs they offer, socio-economic status, teacher webpages etc., parent comments, as you create this classroom and describe this school. Much of this is conjecture. Focus on the quality of your description. The context information you submit should be no more than 3 pages (this should be a North Carolina School go to <http://www.greatschools.org/>

[*http://www.ncpublicschools.org/src/*](http://www.ncpublicschools.org/src/) *to find a middle school*

1. Identify a learning segment to plan, teach, and analyze.

Review the curriculum and standards. Design lessons for a learning segment of 3–5 consecutive lessons. Identify a central focus. Identify the central focus (EQs) along with the content standards and objectives you will address in the learning segment. The central focus should support young adolescents in developing how to(The five lesson plans are attached they are five books: Holes, James and the Giant Peach, Tuesdays with Morrie, The Graveyard and Western game)

* use facts and concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon
* make interdisciplinary connections.

1. Write a lesson plan for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. You may choose the format for your plans, but your lesson plans must include the following information. *(You are strongly encouraged to use UBD/backwards design to assure you address the elements below.) done lessons plans are attached.*

* State-adopted student *academic content standards* that are *the target of student learning* (Note: Please include the number and text of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
* Learning objectives (subject-specific and, as relevant, interdisciplinary) associated with the content standards *(use learning target approach)* ***North Carolina stat***
* Informal and formal assessments used to monitor student learning, including type(s) of assessment and *what is being assessed* *(focus on level of thinking in the “what”…include rubrics as needed) (tell me what rubrics you need.*
* Instructional strategies and learning tasks (including what you and the *students will be doing..remember engaged learning and best practices*) that support diverse student needs

1. Instructional resources and materials used to *engage young adolescents* in learning

* Instructional materials needed to understand what you and the students will be doing (no more than 5 additional pages per lesson plan). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images. (let me know what additional rubrics you will need)
* Submit copies of all written assessments and/or directions for any oral or performance assessments. (Submit only the blank assessment given to students; do not submit student work samples for this task.) (what is this I should submit)
* Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators).

Part Two: Commentary

Respond to the commentary prompts listed below. Submit your original lesson plans along with this commentary. Your commentary should be no more than 9 single-spaced pages.

1. **Central Focus**

a. Describe the central focus and purpose of the content you will teach in the learning segment.

b. Provide the title, author (or, if a film, the director), and a short description (about a paragraph) of salient features of the text(s) that a reviewer of your evidence, who is unfamiliar with the text(s), needs to know in order to understand your instruction. If there is more than one text, indicate the lesson(s) where each text will be the focus. Consider including the following in your description: genre, text structure, theme, plot, imagery, or linguistic features, depending on the central focus of your learning segment.

c. Given the central focus, describe how the standards and learning objectives within your learning segment address young adolescents’ abilities to use textual references to construct meaning from, interpret, or respond to complex text create a written product interpreting or responding to complex features of a text

d. Explain how your plans build on each other to help young adolescents make connections between textual references, constructions of meaning, interpretations, and responses to a text to deepen their learning of Middle Childhood English Language Arts.

e. Explain how you will help students make interdisciplinary or integrative connections between the central focus of the learning segment and other subject areas

2. **Knowledge of Students to Inform Teaching**

Describe three different students who may be part of your class. Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). Think about these students with respect to the central focus of the learning segment. For each of the prompts below (2a–d), student profiles are attached pick 3

a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what young adolescents know, what they can do, and what they are still learning to do. Cite what lessons would have come prior to this, maybe in previous grade levels.make up

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

c. Young adolescent developmental assets related to the central focus—What do you know about your students’ cognitive, physical, and social and emotional development?

d. Language Arts dispositions—What do you know about the extent to which your students perceive language arts as “sensible, useful, and worthwhile” to persist in applying language arts to solve problems believe in their own ability to learn language arts?

3. **Supporting Students’ Language Arts Learning**

To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, support your justifications using principles from research and/or theory, including how the research/theory reflects elements of young adolescent development.

a. Justify how your understanding of your students’ prior academic learning (from prompt 2a above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning and research/theory.

b. Justify how your understanding of your students’ personal, cultural, community, and developmental assets (from prompts 2b–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ assets and research/theory.

c. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, the 3 individuals you described, and groups of young adolescents with specific learning needs that may also be in your class. Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., young adolescents with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

d. From the Common Core State Standards for Language Arts , describe common Language Arts preconceptions, errors, or misunderstandings within your central focus and how you will address them.

4. **Monitoring Student Learning**

a. Describe how your planned formal and informal assessments, including a written product, will provide direct evidence of young adolescents’ abilities to construct meaning from, interpret, OR respond to a complex text throughout the learning segment.

b. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.