**Heriberto Rodriguez**

**Single Subject Lesson Design - Box Format**

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| 1. **TITLE OF THE LESSON**   **Zoot Suit Socratic Seminar** | **2. CURRICULUM AREA & GRADE LEVEL**  **English 10 Prep**  **(middle of ITU)** |
| **3A. STUDENT INFORMATION: English Language Learners**  **Lila**   1. **Readiness Level**   Lila scored at the beginning level of the California English Language Development Test (CELDT).  This was the first time she had taken the test. She is currently enrolled in English Language Development Level 1. She scored an overall of 340-350 on the CELDT.  Speaking: 230-240  Listening: 410-420  Reading: 320-330  Writing: 400-410   1. **Learning Profile**   She is a visual and auditory learner. She needs explicit directions and frequent comprehension checks. She is prone to do minimal work. When asked to do more than expect she tends to struggle and requires motivation.  **3.) Interest**  She enjoys playing games on the computer. She also enjoys making jokes with her classmates from English class. She enjoys watching sports on TV, especially soccer. | **3B. STUDENT INFORMATION: Students w/ Special Needs**  **Sam**   1. **Readiness Level**   Sam needs help developing writing skills. Also, Sam needs development in his social skills because he is a self-isolating individual who sees his disability as shameful. Previous teachers have described Sam as a group leader and very outgoing individual.     1. **Learning Profile**   Sam is self-isolating in class and often uses his iPad to play games instead of taking notes. While he does participate in class his disability is something he is embarrassed about.  He is also a Visual Kinesthic learner   1. **Interest**   Likes role-playing games that have a story and that he can play on his computer keyboard or iPad. He loves to read fantasy books and comics. |
| **4. RATIONALE**  **A. Enduring Understanding**  **1. Differences in personality, race, and clothing have always been used to stereotype groups of people. By allowing students to discuss how stereotyping has been used and continues to be used the hope is that they will understand the far reaching consequences of their own biases.**  **B. Essential Questions**  **1. Was the trial fair?**  **2. What role did the media play in the trial?**  **3. What are modern day examples of ethnic clothing?**  **4. Is stereo typing ever okay?**  **5. What role does the media play in trials today.**  **6. What if anything could the characters done differently to avoid the trial.**    **C. Reason for Instructional Strategies and Student Activities**  **Instructional Strategies Students will conduct a question and answer session in which each question leads to further their understanding and assumption about the Trial in the play Zoot Suit and more so their community today.**  **By allowing students to take the lead in asking each other questions and answering them, they get to hear their peers understanding of the trial. More so because the questions and answer base seminar is revolved around their understanding they will not be able to teach them selves in stead of listen to an adult tell them what they should know or not know.**  **Student Activities: Students will gather in a circle and talk freely about their opinions on the trail in the play Zoot Suit.**  **Student activities will give students a chance to express opinion and change their understanding of how they are perceived and how they view others. They will gain mastery by analyzing and viewing others thoughts of a story they have previously read.** | |
| **5. CONTENT STANDARD(S)**  **Grade 9 & 10 Language Arts**  **2.3 Generate relevant questions about readings on issues that can be researched.**  **2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.**  **1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).**  **Materials and use those words accurately.**  **Common core standards**  **Reading literature**  **Key Ideas and Details**  [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Writing**  [CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **Listening speaking**  [CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/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. | **6. ELD STANDARD(S)**  **Student is Intermediate i+1**  **This standard is for Early advance**  Listening speaking Cluster 8 early advance  Summarize literary pieces in greater detail by including the character, setting and plot and analyzing them in greater detail. |
| **7. LEARNING GOAL(S) - OBJECTIVE(S)**  **A. Cognitive**  **- Students will be able to identify and find contextual evidence of character traits found in a story.**    **C. Psychomotor**  **-Using a pencil students, will identify, discover, and write about textual evidence.**    **D. Language Development**  **- Students will build on their literature and vocabulary skills**  **-Students will also be able to practice stating evidence.** | **8. ASSESSMENT(S)**  **A. Diagnostic/Entry Level**  **- After verbal responses I will be able to Asses and determine my students understanding of Character traits and usage.**    **B. Formative – Progress Monitoring**  **- I will informally assess students by listening to conversations, so that I may determine whether**  **or not additional support is needed**    **C. Summative**  **- I will collect and review their written response about what they learned during the seminar.** |
| **9A. EXPLANATION OF DIFFERENTIATION FOR**  **ENGLISH LANGUAGE LEARNERS**  **A. English Language Learners**  **2.) Learning Profile**  Student will be able to Pair up with and English proficient student and ask questions to gain a better understanding of the seminar. | **9B. EXPLANATION OF DIFFERENTIATION FOR**  **STUDENTS WITH SPECIAL NEEDS**  **1.) Content/Based on Readiness**  **-** Student will be able to access the play and their notes on their ipad |
| **10. INSTRUCTIONAL STRATEGIES**  **A. Anticipatory Set/Into (my location sitting with rest of students in the center.**  **1. I will ask students to place their desks in a circle allow them all to see each other and talk face to face. I will tell them they can use their notes and book to help them discuss the trial.**  **B. Instruction/Through 2-5 min**  **Students will be told they need to be respectful when others are talking and that they need to raise their hand when they want to respond.**  **C. Guided Practice/Through**  **Min**  **If the conversation gets off track or stops I will ask another probing question to help students probe deeper.**  **D. Independent Practice/Through**  **Students will lead this conversation. And talk for 90 percent of the time.**    **E. Closure**  **Students will write a paragraph talking about what they have learned and or their thought about the trail and or the Socratic seminar.**  **(El students and 504 students will be able to turn in their paragraph later)** | **11. STUDENT ACTIVITIES**  **A. Anticipatory Set/Into**  **1. - Students will verbally respond. They will take the lead in the discussion. The circle will help students not to hide or shy away from the discussion. Students will be able to use their notes and books.**    **B. Instruction/Through**  **Students will listen and generate questions. They will respond and talk about things they hear in the seminar to deepen there understanding.**  **C. Guided Practice/Through**  **Students will lead the conversation the guide their understanding of the tail and it’s larger effects on today society.**    **D. Independent Practice/Through**  **I will try to not talk during this time. By allowing students to lead the conversation it will help them think and generate a deeper understanding of the trail.**      **E. Closure**  **Students will write about their understanding of the trail and the role culture and media affected their outcome.** |
| **12. RESOURCES**  **Play**  Notes on play | |