English IV:

UNIT I Lesson Plans

Day 1: “Everyone has a story”

- Welcome to class
- Introduction to the course
- We are here to prepare your for the future / real world.
- Integrated reading and writing, important skills for real world reading and situations

- By the end of this class, the student should master the skills of
  - Read critically and understand a variety of texts
  - Transfer reading and writing skills into all aspects of academics and business
  - Apply research skills to personal, academic, and professional needs
  - What will your story be?

Day 2: Class Contracts

- What is a student’s best? What does that look like?
  - Consider the job performance review / Performance expectations (explain major grade and show rubric – DENNIS)
    - Oral & written communication
    - Daily participation
    - Collaboration / contribution
    - Timeliness
    - Work quality
    - Professionalism
• Self-evaluation / reflection

• What is a teacher’s best? What does that look like?

• Define success. (What does success look like? / What does a successful life look like?)

Day 3: Legacy – Past, Present, & Future

• Define a legacy. What do you want your legacy to be? How will you plan to live that legacy throughout the year and beyond?

• Personal self vs. Public self – Put your best foot forward.

• Examine mission statements (“Portrait of a CFISD Graduate,” CFISD Vision vs. Mission statements, business mission statements, college mission statements, personal mission statements, etc.)
  o What is the purpose of a mission statement?
  o Annotate mission statements
  o Focus on keywords → what can you use/apply to yourself?

Day 4: Legacy

• What is annotation? → Why do we annotate? (academic & business learning)
  o Interacting with the text to learn

• Legacy article to set up annotating (teacher annotations on document camera / SmartBoard)
  o “How to Build Your Legacy” article by Chelsea Greenwood

Day 5: Legacy

• Continue reading/annotating legacy article

• Students briefly review and create Cornell notes for the article (teacher model)

LABOR DAY: STUDENT/TEACHER HOLIDAY

Day 6: Mission Statements

• Review mission statements from Day 3

• Writing process: pre-writing / brainstorming
What are the keywords for creating a mission statement for your year and your future?

Significant life events & defining moments (event/circumstance/accomplishment/interest that changed/influenced/altered/affected/taught you something of importance in your life)

What do you want your legacy to be?

What are the values that guide you?

Worksheet for determining your mission statement – SHEILA

Day 7: Mission Statements

- Writing expectations:
  - Formal/academic language, tone, purpose
  - 3rd person (no 1st or 2nd person)
  - no contractions or abbreviations
  - proper capitalization, punctuation, spelling, and sentence structure

- Writing process: drafting personal mission statements (can be handwritten or typed)
  - Consider your legacy goals and how you want to live your legacy now.
  - How does life fit into work, and how does work fit into life? Consider your future goals in regard to both your career and your personal/family life.

Day 8: Mission Statement

- Continue drafting personal mission statements (can be handwritten or typed)

Day 9: Cover Letter (schedule computer lab time or arrange to use laptops)

- Business letter format

- Basic Microsoft Word skills (setting margins, font type/size, alignment, etc.)

- Register for www.turnitin.com and teach/review basics of program use

- Sample cover letter with embedded mission statement – DENNIS

- See letter template for format and basic expectations – DENNIS

- Writing process: brainstorming / planning cover letter

- Begin scheduling interviews for days 10-13
Students can interview at any point in the drafting process for teacher assistance, feedback, etc.

Students should plan for scheduled absences when making the interview appointment. Missing the interview will result in the student losing points on their job performance review (assessed throughout the grading period).

Day 10: Cover Letter *(schedule computer lab time or arrange to use laptops)*
- Writing process: drafting personal cover letter with mission statement
- Student/Teacher interviews: mission statement/cover letter writing conference

Day 11: Cover Letter *(schedule computer lab time or arrange to use laptops)*
- Writing process: drafting personal cover letter with mission statement
- Student/Teacher interviews: mission statement/cover letter writing conference
- Resume activity as students finish: analyze and correct resumes for grammar, effectiveness, format, etc.

Day 12: Cover Letter *(schedule computer lab time or arrange to use laptops)*
- Writing process: drafting personal cover letter with mission statement
- Student/Teacher interviews: mission statement/cover letter writing conference
- Resume activity as students finish: analyze and correct resumes for grammar, effectiveness, format, etc.

Day 13: Cover Letter *(schedule computer lab time or arrange to use laptops)*
- Writing process: drafting personal cover letter with mission statement
- Student/Teacher interviews: mission statement/cover letter writing conference
- Resume activity as students finish: analyze and correct resumes for grammar, effectiveness, format, etc.

Day 14: Community Voices
- Cover letter due at the beginning of the period *(need rubric?)*
- I do, We do, You do (article annotation practice – revisit from Legacy article Days 4-5)
- What is annotation? ➔ Why do we annotate? (academic & business learning)
- Pre-reading (preview the text)
  - Look at subheadings and structure
  - Number the paragraphs
- See annotation instructional PowerPoint presentation
  - Underline main idea
  - Create marginal notes
  - Devise personal symbols
  - Circle unfamiliar vocabulary
  - Paraphrase sections
  - Tone / audience / purpose
- Legacies of Influential Houstonians: “Biography of Sam Houston (read and annotate as a class with teacher modeling)
  - Focus on Sam Houston’s legacy to the community of Houston

Day 15: Community Voices
- Teach Cornell notes (format and purpose) – KRISTI do you have this from before or from PACE?
- Students create class Cornell notes from Day 14 article

Day 16: Community Voices
- Students individually choose article on an influential Houstonian from teacher collection to read and annotate on their own.
  - Students should focus on the person’s legacy.

Day 17: Community Voices
- Students complete annotation of article individually from Day 16 as needed
- Students create Cornell notes of article from Day 16

Day 18: Power of the Written Word and of the Spoken Word / Beowulf
- Why do writers write and readers read?
- Oral tradition of families, cultures—when did oral language transfer to written language
  - Media clip: importance of the Anglo-Saxons and Beowulf
  - Summarize Beowulf’s story to the point where he engages in his final battle with the dragon.

Day 19: Beowulf
- “The Last Battle” from *Beowulf* (*PHL* pp. 56-__)
  - Annotate during reading
  - Emphasize/focus on how Beowulf is leaving a legacy, acting as a leader of his people, and maintaining the values/traditions of his Anglo-Saxon society *(possibly compare this to the values written in the text with the influence of Christianity?)*
  - Discuss and analyze the text as an example of ancient language
    - What information is shared?
    - What is the purpose of this tale?
  - How is writing used today? Share samples – AMI, what does this mean from your ideas/notes?

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**Day 20: Beowulf**

- Complete the analysis of “The Last Battle”

**Day 21: Beowulf & Expository Writing**

- Complete the analysis of “The Last Battle” as needed
- Student/Group activity: What was Beowulf’s legacy? Use examples from the text to support your answer.

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**Day 22: Expository Writing**

- Review: What is expository writing? – JULIE
  - Characteristics
  - Expectations
- Begin pre-writing for paper: What is a legacy? Define it. Support definition with Cornell notes from articles and from *Beowulf*. (Possibly use info. from influential Houstonian articles.)
  - Teach outlining for writing purposes. – JULIE
  - Students should focus on specificity in a thesis statement and main points with sufficient depth (rather than a prescribed number of points).

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**Day 23: Expository Writing**

- Teach introduction paragraph – JULIE
- Specific thesis statement
• Teach body paragraphs
  o Topic sentences
  o All ideas relate back to the thesis statement
  o Specific examples (direct quotations not needed)

• Teach conclusion
  o Restated main idea/thesis

• Begin drafting expository essay

Day 24:
• Continue expository essay
  o Timed writing? Due by end of period? Graded as first-draft writing? – WHAT ARE WE THINKING FOR THIS ESSAY? If we need to make this EOC prep as an option, then it should be short and written as a first draft…

Day 25:
  • Job Performance Review conferences

Day 26:
  • Job Performance Review conferences

Day 27:
  • Job Performance Review conferences

Day 28:
  • Job Performance Review conferences

Day 29:
  • Begin Unit II? Or catch-up/flex day?