Lesson Plan for Implementing NETS•S

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Grade Level(s)	10th Grade
Content Area	English
Time line	9 Weeks (one academic quarter)

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

Content Standards	CCSS.ELA-LITERACY.RL.9-10.1-7, CCSS.ELA-LITERACY.W.9-10.2, 4-7, 9

NETS*S Standards:	1a-b, 2a-b, 4d, 5b, 6a-d

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

In small groups students will read the Pulitzer Prize winning novel, *The Brief Wondrous Life of Oscar Wao*, and attempt to answer the guiding question, "How does culture influence literature?". The unit is designed using the organization and foundations of literature circles. An old, read antiquated, method for having students read a novel and collaboratively derive deeper understanding from a novel by each member analyzing a particular aspect of the novel. Then, sharing their knowledge and interpretation through a discussion. In a modern version of this organizational system, students are responsible for specific tasks each week. The tasks are related to the Common Core Reading Literature Standards. In place of a discussion, students will collaborate online with VoiceThread or GoogleDocs to share their knowledge and interpretation. The end goal is to answer the essential question, and the independent and group work is centered around this goal. Specifically, students will analyze the diction, plot, theme, and characters of the novel. Create digital media in order to express their ideas and analysis. In addition, they will explore and research various topics related to the culture in the novel. All work will be presented through a group created website.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple "yes" or "no" and should have many acceptable answers.

The overarching essential question is, "How does culture influence literature?". Coming from a non-traditional international background, students are generally very interested in exploring their own culture and others. As they explore the influence of culture in the novel, they will also explore the influence of culture in their own lives. Guiding questions (to help bring more focus to their exploration of the essential question) are centered around the main attributes of literature, character, plot, theme, and diction.

How does the character's culture influence their development? How do actions, speech, thoughts and motivations develop a complex character? How do characters grow and change? How do characters advance plot and develop theme? Which words convey the author's deeper meaning, tone, or voice? How does the culture drive word choice? Who is telling the story and what time period is it in? How is the story organized in this section? Are there uses of flashback, slow or fast pacing, parallel plots, or missing information? What is the author's message about life or humanity? How does culture influence this message?

Students will need a general understanding of literary devices such as characterization, theme, diction, plot, flashback, parallel plots, and foreshadow. Additionally, students will need a basic understanding of the history of the Dominican Republic, as it plays a large roll in the cultural narrative of the novel.

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will create a website to showcase their learning and products. Students will create products to generate new knowledge. Additionally, they will be using GoogleDocs to collaborate with peers. They will use VoiceThread to hold online discussions regarding the essential question and have a record of the knowledge and ideas generated. All work will be graded based on a rubric (see appendix I)

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Technology supports student learning by allowing for collaboration, exploration of new ideas. It also allows students to demonstrate their learning through the creation of online products. Particularly helpful to students is access to GoogleDocs (as students are expected to collaboratively write and reflect on the essential question). Weebly, Wix, and Tumblr allow for students to create a central location for their work. Student designed websites also allow each student to have an audience and central location to review the various aspects of the novel. VoiceThread provides a space for students to share new content and respond to one another. Various smaller tools, such as Woordle, ComicCreator, and YouTube provide a great opportunity for students to create various products that demonstrate their understanding. Students will need a background in GoogleDocs. Tools like Weebly, Wix, and VoiceThread will be taught specifically in class.

Instructional Plan
Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Based on a pre-assessment of students' understanding of the impact of culture on literature, they all need further understanding of this concept (a concept made necessary by the Common Core). Students are interested in popular culture and their own cultural backgrounds. In addition, students are all bilingual in English and Spanish, and thus have a deeper interest in the novel which is told from a Dominican-American perspective and written in Spanglish. Students may have difficulty with the format of the text, as it is new and organized differently than other texts. They will also need help with understanding the history of the Dominican Republic.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

Classroom management revolves around collaborative grouping, targeted goals per day, and positive reenforcement of student groups that are particularly effective. Students will work in the classroom in peer groups of 3-4. All students have their own laptop. However, if a student has forgotten their laptop or something happens with their device, the school has laptops for students to check out during class. The projector is an aid in projecting the various instructional sessions that will be held on digital tools (in the event that a student is unable to follow along on their own device). As the internet frequently fails, students can work collaboratively to brainstorm products for the week. With printed job descriptions, they can accomplish their written assignment by hand, and then transfer to the computer, or they can work on their assigned weekly reading.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

According to the document, Indicators of Engaged Learning (see Appendix II), adapted by Dr. Williamson (2013), the lesson is standards based and challenging, as it asks students to meet several Common Core standards, and it requires that students perform higher order thinking skills. Student learning tasks are culturally responsive, "Incorporates students' cultural and/or linguistic knowledge, prior experiences…to make learning more appropriate and effective for them; it teaches to and through the strengths of students and their cultural traditions. Recognizes community's 'funds of knowledge'" (2013). In fact, 10 out of the 16 indicators are met (standards based, challenging, culturally responsive, students are explorers, and producers, teacher is facilitator and guide, social interactions are collaborative, and assessments are seamless/ongoing and performance-based).

The learning environment is collaborative to ensure that students can explore and produce together. This also allows for me, as instructor, to take on the role of facilitator and guide. Students are expected to create something each week, ensuring that they are reaching the higher order thinking skills. Technology allows for students to collaborate more fluidly and produce. Students will complete several relevant learning activities, but the most influential will be to consider the impact their culture would have on literature, and personalizing the text.

Each week students are responsible for analyzing a specific aspect of the novel, writing, and creating a product to represent the given task. Additionally, in groups students will be expected to create a group project that analyzes the essential question. These products will be evaluated and used by their peers in order to answer the essential question. Collaboration will be facilitated through meaningful weekly tasks and the instruction of various successful group dynamics.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

The content of the assignment is differentiated by choice. Students choose, depending on interest or ability, the given element they wish to evaluate and analyze. Students can learn content through various modes (audio, visual, intrapersonal, etc.). For example, if students choose to read in pairs or large groups, class is set up so that they can read the assigned chapters together. If students choose to have the book read aloud, they may listen to the book on their computers, or I offer a read aloud session every week in which I read the text aloud to students. Process is differentiated by offering students the opportunity to work in groups and independently. While students are in groups and they are expected to create something collaboratively, they are also responsible for individual assignments (an assignment in which they choose the product and process). Enrichment opportunities are provided to students through the product. Students that need a challenge or can handle advanced levels of learning can produce more advanced products (in addition to this, they can also choose to create product that plays to their preferred learning style). Assistive technologies will need to be provided to students with dyslexia. Tools such as text-to-speech, or online dictionaries will be crucial in allowing all students the capability of accessing the content equally.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

The closing event/product will be a screencast in which students answer the essential question through a targeted presentation of their website. In this screen cast, students will evaluate their learning. However, there will also be an online survey in which students provide feedback regarding the effectiveness of the lesson. The questions listed will be the questions on the survey.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

The implementation of the lesson went relatively smoothly in the beginning. By presenting all information with GoogleDocs, I was able to make changes as necessary, and allow access to the assignment details 24/7. Students had some confusion regarding what they were expected to do for their independent assignment, and this required a few exemplars and a lot of repeated instruction.

Some adjustments had to be made almost immediately to deadlines. Five days to complete all of the designated tasks was an inadequate amount of time. The products that students were producing did not meet the expectations, and a slight adjustment to deadlines (to include the weekend) allowed for students to spend more time on their products and produce something with a higher level of quality. Additionally, problem solving had to occur with one student whose computer died. He is now using a school computer during class work time, and when he goes home he works on his parents' computer. Thankfully, students are using GoogleDocs, and there is no issue with sharing computers and documents. Additionally, I have had to help guide students through some online tools. The use of VoiceThread was completely new to the class, and I needed to create a tutorial on how to use it effectively for this project. Even after the instructional VoiceThread was completed, I needed to work with specific groups who struggled with understanding the concept. Additionally, I had a student group choose to use Tumblr for their group website. However, very soon after choosing this tool, they learned that it was not the most effective tool for their needs. The design and organization was below par. They, as a group, made the decision to switch their information to a new website host. This will take them considerable time. And, in the future I would have students spend more time considering what they want in a website. And, once committed to a website, I would have a step in place for students to evaluate the design and functionality of their website.

Students certainly are learning a great deal regarding Web 2.0 tools, collaboration, and producing quality products. A large part of the assignment requires students to be creative, and I have found that many of them are not at "Target" on this criteria. Further instruction will need to happen in order to ensure that students know the difference between higher order creative production and lower order. However, I believe I have found a great balance between students writing for analysis, creating for the purpose of analysis and to teach their peers. I also think the unit is a perfect blend between independent and collaborative learning, as students can create their own product and explore their own interests and then come together as a group to discuss and share information (See appendix III for full unit write up).

Character, Plot, Theme, and Diction	Unacceptable	Acceptable	Target
Criteria	(6 Points	(8 points	(10 points
Composition and Content	Writing is summary based, conveys little to no critical thought. Conventional errors are prevalent and distract from meaning	Writing is thoughtful, thorough and conveys critical thinking through the use of connections and analysis. And/Or conventional errors are present, but do not distract from meaning	Writing conveys critical thinking through the use of references to a myriad of connections. Errors in conventions are almost non-existent.
Use of Examples and Quotes	Writing contains vague examples and no quotations or passages from the text. Analysis is unsupported and weak.	Writing relies on examples from the text including quotations and passages. The examples provided match that of the designated task and are explained/analyzed	Writing is centered around analysis of explicit examples from the text. There are quotations and/or passages provided, and every example is analyzed for the purpose of the task
Visual and Media	Information is presented so that it is no different than the use of pen and paper.	Information is presented in a way more advanced than that of pen and paper. The use of collaborative tools such as audio, visuals, and links are present	Information is presented in a creative and collaborative way using a collection of audio, visual, and collaborative links to engage the reader
Creativity	Student has demonstrated little to no creativity. The product is not engaging.	Student has demonstrated creativity, and the product is entertaining and engaging	Student demonstrates creativity in all aspects of the task by going above and beyond. The product is mind-blowing!

Group Research Assignment	Unacceptable	Acceptable	Target
Criteria for Group Writing Assignment	(6 Points	(8 points	(10 points
Composition and Content	Writing is summary based, conveys little to no critical thought. Conventional errors are prevalent and distract from meaning	Writing is thoughtful, thorough and conveys critical thinking through the use of connections and analysis. And/Or conventional errors are present, but do not distract from meaning	Writing conveys critical thinking through the use of references to a myriad of connections. Errors in conventions are almost non-existent.
Use of Examples and Quotes	Writing contains vague examples and no quotations or passages from the text. Analysis is unsupported and weak.	Writing relies on examples from the text including quotations and passages. The examples provided match that of the designated task and are explained/analyzed	Writing is centered around analysis of explicit examples from the text. There are quotations and/or passages provided, and every example is analyzed for the purpose of the task
Visual and Media	Information is presented so that it is no different than the use of pen and paper.	Information is presented in a way more advanced than that of pen and paper. The use of collaborative tools such as audio, visuals, and links are present	Information is presented in a creative and collaborative way using a collection of audio, visual, and collaborative links to engage the reader
Creativity	The group has demonstrated little to no creativity. The product is not engaging.	The group has demonstrated creativity, and the product is entertaining and engaging	The group demonstrates creativity in all aspects of the task by going above and beyond. The product is mind-blowing!
Collaboration	The group has demonstrated little to no communication of ideas, understanding of others, or problem solving	The group has demonstrated effective communication, understanding of how each member works, and the ability to problem solve and accomplish complex tasks.	The group runs like a machine. They communicate naturally and respectfully, understand one another, and problem solving is natural

Indicators of Instruction for Engagement, Empowerment, and Deep Understanding, Retention, and Transfer of Knowledge

Components (6)	Indicators (16)	Indicator Definitions
Content and Learning Goals	Standards-based	Addresses district, state, and/or national content and technology literacy standards as required in the local setting
	Challenging	Requires that students move beyond knowledge and comprehension to engage in application, analysis, synthesis and/or evaluation
Learning Tasks	Authentic/Meaningful	Requires students to: (1) participate in a real-life or simulated scenarios; (2) assume an adult and/or professional roles; (3) enact a complex set of thinking/problem-solving strategies typically used by adults/professionals; (4) use technologies and processes that adults/professionals use in their daily life/work; (5) grapple with open-ended questions; (6) solve ill-structured problems, often with unpredictable results and multiple solutions; and (7) produce products for audiences that would use/care about the results, especially to produce some positive effect, opportunity, or change.
	Student-directed	Emerges from the interests and questions posed by students; takes new and unexpected directions as new knowledge is discovered and processed; Requires students to take responsibility and make decisions related to their own learning
	Multi-disciplinary	Involves integrating knowledge and skills from other disciplines to solve problems and address issues. Supports the use of reading, writing, and math across the curriculum
	Culturally responsive	Incorporates students' cultural and/or linguistic knowledge, prior experiences, and performance styles to make learning more appropriate and effective for them; it teaches to and through the strengths of students and their cultural traditions. Recognizes community's "funds of knowledge."
Student Roles	Explorer	Pursues new ideas/tools; pushes the envelope in ideas and research
	Teacher	Helps others learn in formal and informal contexts
	Producer	Develops products of real use to themselves and others
Teacher Roles	Facilitator	Engages in negotiation, stimulates discussion, and monitors the process of learning, but does not control or over-simplify student tasks
	Guide	Helps students to construct their own meaning by modeling, mediating, explaining when needed, clarifying, redirecting focus, and providing options
	Co-learner/ Co-investigator	Considers self as a learner who is willing to: (1) explore areas outside his or her current expertise; (2) allow students to pursue questions to which he or she does not have answers; and (3) collaborate with others to acquire needed knowledge and skills
Social Interactions	Collaborative	Establishes a context where students must co-construct knowledge with others; understand multiple perspectives; and learn to respect diversity
Assessments	Performance-based	Involves producing and assessing a product or performance, usually for a real audience and purpose. Assessment is based on what is considered exemplary performance. Rubrics describing exemplary performance are often used.
	Seamless, Ongoing	Provides students with feedback on performance throughout the entire learning process, not only at the end of learning activities.
	Generative	Includes students in the cyclical, non-linear process of creating assessment criteria, reflecting on actual products produced, and revising the criteria to describe exemplary performance

Adapted from:
Jones, B. Valdez, G., Nowakowski, J Rasmussen, C. (1995). *Plugging In*. Oakbrook, IL: North Central
    Regional Educational Laboratory, p. 9.

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Appendix III: Unit Write Up

https://docs.google.com/document/d/1FSTdsBIbvFHIcAW7gkCUjP6h-8E1mDIydESVIEntMP4/edit?usp=sharing