

English Language Arts Lesson Plan High School

<p>Objective</p>	<p>The students will create a research paper of 3-5 pages in length, (after the main lesson has been lectured) over one of the following choices:</p> <ol style="list-style-type: none"> <li>1. Natural oil</li> <li>2. Oil Seeps</li> <li>3. Ocean Energy</li> <li>4. Methane Hydrates</li> <li>5. Marine Life on Offshore Platforms</li> <li>6. Petroleum</li> <li>7. Natural gas</li> <li>8. Solar Energy</li> <li>9. Wind energy</li> <li>10. Wave Energy</li> </ol>
<p>TEKS</p>	<p><b>§110.31. English Language Arts and Reading, English I</b>          (b) Knowledge and skills.</p> <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ol style="list-style-type: none"> <li>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</li> <li>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</li> <li>(C) produce analogies that describe a function of an object or its description;</li> </ol> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <ol style="list-style-type: none"> <li>(A) analyze how the genre of texts with similar themes shapes meaning;</li> <li>(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</li> <li>(C) relate the figurative language of a literary work to its historical and cultural setting.</li> </ol> <p><b>§110.32. English Language Arts and Reading, English II</b>          (b) Knowledge and skills.</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <ol style="list-style-type: none"> <li>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</li> <li>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include</li> </ol>

transitions and rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and

(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

**§110.33. English Language Arts and Reading, English III**

(b) Knowledge and skills.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.

**§110.34. English Language Arts and Reading, English IV**

(b) Knowledge and skills.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Students are expected to:

(C) write an interpretation of an expository or a literary text that:

(i) advances a clear thesis statement;

(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and





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Helpful Links	<a href="#">Ocean Energy</a> <a href="#">Oil History</a> <a href="#">Activity</a>
Engage	Start the lesson with a seed questions: Ask the students how they arrived at school. Ask the students what the primary means of transportation is in the community. Ask the students what they think the main mean of transportation is in the United States. Ask the students what makes a car run. I.e. tires, oil, battery, gas, fluids, and others. Where gasoline comes? What is gasoline? Besides the basics, what is gas/petroleum used for? The students will then read either prehistory, 1792-1903, 1911-1951, or 1960 to present. They will then read about this time period on the <a href="#">website</a> .
Explore	Gasoline is a product of petroleum, or oil. It is a refined by-product of the crude oil that comes from the ground. I will ask the students, if any of their inferences were correct. I will also ask a recall question; do they remember what happened in their history period. We will then shift into our critical writing activity.
Explain	I will pass out the rubric and writing prompts. The students will choose between Natural oil, Oil Seeps, Ocean Energy, Methane Hydrates, Marine Life on Offshore Platforms, Petroleum, Natural gas, Solar Energy, Wind energy, and Wave Energy.
Elaborate	The students will conduct their own research if needed to be able to write on their given topic. They must have a rough draft of one and a half to three pages complete by the end of the period. If they need to additional research they are able to use their chromebooks. They will also be required to type their paper.
Evaluate	Remind students of the drawbacks to the use of petroleum that they came up with at the beginning of class. The teacher will be required to be in the power zone for the rest of class. The first part of this lesson should only take 10-15 minutes maximum. This lesson could be used over the course of a week or be given as homework.