

Level: 9th Grade

Class Size: 20-25 students

Unit: Spooks of Ages - Introduction

Time Needed: 45 minutes

Sequence In Unit: Week 1 - Day 1

Classroom Composition:

The majority of the students are “average” in capability level. Some exceptions and alterations to assignments and course work can be made for those with IEPs.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to understand the variations in belief around a certain idea.
- **Objectives:**
 - The learners will define the term “paranormal.”
 - The learners will discuss and analyze the different definitions of “paranormal.”
- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 9 - Diploma A1 (Reading - Interconnected Elements)
 - c. “Determine the meaning of unknown words by analyzing the *context* in which they are used, using reference sources, and applying knowledge of *words parts* and their meanings.”
 - English Language Arts, Grade 9 - Diploma E1 (Listening and Speaking - Listening)
 - a. “Formulate clarifying questions.”
 - b. “Examine and critique information.”
 - c. “Expand on ideas presented by others.”

b. Essential Questions

- What is “paranormal?”
- How does the definition of “paranormal” change from person to person?

c. Knowledge and Skills

- The learners have previously been exposed to various concepts of “paranormal” through modern media.
- The learners have had open class debates before, but mostly likely not a structured one. This will give them some background when the end of the week assignment is shown to them.

Stage 2: Determine Acceptable Evidence**d. Performance Tasks**

- Admit slips will be collected to see what students that might not have participated in the discussion know/think about the topic of the paranormal.
- For homework students will be asked to:
 - review advanced organizer
 - begin research for their debate topic/outline

e. Quizzes, Tests, Prompts

- Admit Slip Prompt: What is “paranormal?” Feel free to explain/comment on any personal experience.

f. Unprompted Evidence

The teacher will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification and will also be asked to begin the assignment that will be collected Thursday.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Have students fill out the following admit slip question:

What is “paranormal?” Feel free to explain/comment on any personal experience.

Roughly 5 minutes.

2. Discuss as a class what students came up with on their admit slips, keeping track of their ideas on the board.

According to the Oxford English Dictionary, “paranormal” is defined as:

“Beyond the scope of normal scientific understanding.”

Make sure to touch upon the more common threads that come up. Possible questions to ask:

- Why do you know anything about the paranormal?
- Do you think the media and literature has effected how we look at the paranormal?

Roughly 20 minutes of discussion would be great.

3. Hand out the advanced organizers for the unit. Make sure to emphasize to students that this will be collected at the end of the unit and counted as a quiz grade.
4. Hand out debate sheets and go over with students.
 - The most important thing to any debate is the statement, or resolution. Make sure that you stick to this during your research!
 - Stress the rules of the debate to EVERYONE!
 - Give a brief idea of how the debate will be set up. Make sure to go over this again the day before the debate.
 - Make sure students know that if they do not pass in their outline the day before the debate they will not be able to participate.

i. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes
- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance