

**Essential Questions/Opening:**

- Are you awake, aware and alive? What do those words mean to you?
- What steps are you and/or will you take to ensure you are living life deliberately?
- Why is it important to set goals and/or benchmarks?
- How will you know when you have reached your goal?

**Learning Target/Standard:**  
**The student will:**

LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Learning Targets/Learning Targets developed into Learning Objectives(s):**

**The student will:**

- Make deliberate choices concerning daily activities and events.
- Know the importance of nature and self-reflection.
- Know the importance of setting goals and using self-talk to help them stay committed to those goals.

**Standard Based Support Material:**

- “Walden” by Henry David Thoreau
- “Thoreau: A Sublime Life Hardcover” by A. Dan and Le Roy, Maximilien
- “The Guide to Walden Pond: An Exploration of the History, Nature, Landscape, and Literature of One of America's Most Iconic Places” by Robert M. Thorson

**Outlined Procedures:** Give students goal setting worksheets and have them determine what goal they will pursue during this school year. Also, have students express what type of self-talk they will use to ensure that they stay committed to their desired goal.

**Materials:**

Writing Utensils  
Textbooks  
Goal worksheets  
Index Cards

**End Product/How to Assess Student Learning:**

- **Essay:** Write an essay illustrating the importance of making deliberate choices concerning daily activities and events, knowing the importance of nature and self-reflection, as well as the importance of setting goals and using self-talk to help stay committed to your goals.

**Instructional/Active Learning Strategies :**

Close Reading  
Discussion

Pre-viewing/Reading  
Group Work

Group Work

Summarization

Presentation

Modeling

**Essential Questions/Opening:**

- How could we take new routes to learn new ways of looking at things?
- How can we empathize with people whom we don't know?
- What do you find yourself usually thinking about?

**Learning Target/Standard:**  
**The student will:**

LAFS.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LAFS.6.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Learning Targets/Learning Targets developed into Learning Objectives(s):**

**The student will:**

- Learn what choices and skills are needed to become keen observers of people.
- Learn the importance of empathy when dealing with others.
- Learn about fairness by understanding that they should not judge others.

**Standard Based Support Material:**

- "Walden" by Henry David Thoreau
- "Henry David Thoreau for Kids: His Life and Ideas" by Corinne Hosfeld Smith

**Outlined Procedures:** Give student a Walk a Mile in My Shoes handout in the morning. Have the first class teacher explain that each student is being asked to reflect on the statement, "Don't judge someone until you have walked a mile in his shoes." Have the student's last teacher of the day collect the handouts and select the best ones to be read on the PA the next morning.

**Materials:**

Writing Utensils  
Textbooks  
"Walk a Mile in My Shoes" cutout  
Index Cards  
Markers  
Colored Pencils

**End Product/How to Assess Student Learning:**

- Shadow a person for a day and create a poster that says, "Walk a Mile in My Shoes. Have students reflect his/her thoughts directly on the poster and give an in-depth look into seeing the world through a different set of eyes through a two-paragraph entry.

<b>Instructional/Active Learning Strategies :</b>					
Close Reading Discussion	Pre-viewing/Reading Group Work	Group Work	Summarization	Presentation	Modeling

**Essential Questions/Opening:**

- How can we stop to notice and praise people we normally don't pay attention to?
- Why is it important to notice our surroundings?
- What could happen if we start to look at people differently and beyond what is just on the surface?

**Learning Target/Standard:**  
**The student will:**

LAFS.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.6.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Learning Targets/Learning Targets developed into Learning Objectives(s):**

**The student will:**

- Notice (and positively recognize) people who cross their paths on a daily basis that they don't normally pay attention to.
- Recognize and praise someone in their classroom who is an exemplary model of being "awake."
- Learn that saying thank you is an important part of being kind.
- Learn that saying thank you is a small and easy gesture that makes others feel good and feels good to do.

**Standard Based Support Material:**

- "Henry Climbs a Mountain (A Henry Book)" by D.B. Johnson
- "Walden" by Henry David Thoreau

**Outlined Procedures:** Give students thank you notes as they enter school in the morning. Ask them to write a short "thank you" to someone who they feel is deserving of a thank you. Encourage them to think of people who do not often get thanked (office staff, custodians, bus driver, crossing guard, mom, principal).

<p><b><u>Materials:</u></b>  Writing Utensils  Books  “Thank You” template  Scissors  Index Cards  Crayons  Markers  Colored Pencils</p>	<p><b>End Product/How to Assess Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Have students take what they learned and completed individually and apply it at the community level. Students can get together with other classmates to help recognize someone at the school-wide level, such as a Teacher of the Year, Clerical Personnel of the Year, etc. They can then each write a two-paragraph paper as to why they nominated and chose to recognize this person and how it is important to recognize people who, day in and day out, do what they are “supposed” to do without anything asked of them.</li> </ul>				
<p><b>Instructional/Active Learning Strategies :</b></p>					
<p>Close Reading Discussion</p>	<p>Pre-viewing/Reading Group Work</p>	<p>Group Work</p>	<p>Summarization</p>	<p>Presentation</p>	<p>Modeling</p>