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| **Section A: Strategies & Tasks**Mark in the appropriate box to indicate the inclusion of the task and/or strategies for the weekly lesson plan. |
| **Strategies/Tasks** | **Yes** | **No** | **Strategies/Tasks** | **Yes** | **No** | **Strategies/Tasks** | **Yes** | **No** |
| **DCSD Unit Task** | **X** |  | **Interdisciplinary Integration** |  | **X** | **Differentiated Instruction** | **X** |  |
| **GADOE Task/Activity/Resource** | **X** |  | **Intervention Strategies** | **X** |  | **21st Century Learning Skills** | **X** |  |
| **STEM/STEAM Integration** |  | **X** | **Gifted-Extension for Learning** |  | **X** | **Research-Based Instructional Strategies** | **X** |  |

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| **Section B: Unit and Standards Alignment**Provide information that gives an overview of the weekly focus. |
| **School Name** | Chamblee Charter High School |
| **Teacher/Co-Teacher/Para Name(s)** | Kimberley Nesbitt/Yasmin Anderson/Todd Spearman |
| **Grade/Subject/Course** | 10th Grade World Literature |
| **Week Of:**  | **9-23-19** |
| **Unit #, Name, and Pacing** | Unit 1 Asia – How are multiple themes traced across Asian cultures? |
| **For the Week** | **Priority Standard(s)***(Content Specific)* | **ELAGSE9-10RL2:** Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **Supporting Standard(s)***(Content Specific)* | **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**ELAGSE9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text.**ELAGSE9-10SL2:** Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.ELAGSE9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (MLA Handbook) appropriate for the discipline and writing type.ELAGSE9-10W2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.**ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Student Supports** | Provide verbal along with written instructionsExtra time for processing and respondingCheck frequently for understandingPreferential seatingSimply/restate/paraphrase directionsExtended time for completion of classworkAllow student to take pictures with cell (when necessary)Teacher proximity |
| **Essential Question(s)***(Address philosophical foundations)* | 1. How is the influence of American culture reflected in modern Asian culture, and vice versa?
2. Why is the ability to express and define contrasting philosophies of life, important?
 |
| **Big Ideas***(Concepts or principles central to the lesson that anchor all of the smaller ideas in a lesson)* | 1. The influence of American culture on modern Asian culture can be discovered through analysis, comparison, and juxtaposition of both cultures. The influences are reflected through the similarities and differences both cultures share.
2. The ability to express and define contrasting philosophies of life is an important skill as it enables the capability to demonstrate proficiency in writing and articulating narratives that develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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| **Section C: Instructional Framework**Identify the strategies from Section A that will be implemented within the daily instructional framework. List the specific strategies as provided on the strategy chart found at the end of the DCSD Instructional Planning Instrument. |
| **Daily Lesson Plan for Monday** | **Assessment Evidence***Note: A variety of formative assessments should be used at key points throughout the lesson.* |
| **Learning Target/Success Criteria***(What will students know and be able to do by the end of the lesson?)* | Students will be able to determine the central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details. Students will read and cite thorough textual evidence to support their analysis. |  |
| **Pre-Instructional Activity***(Sponge; bell-ringer; journal; allows attendance to be taken)* | Students will completely fill in the second page of the character chart for the book ***Sold*** by Patricia McCormick. | Character charts will be observed. |
| **Opening**(**Engage**)*(Introduce the lesson; summarizes previous lesson; clarifies misconceptions)* | Introduce the lesson of doing peer editing through discussion and by providing feedback. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)***(Allows students to practice concept; assesses student learning)* | Students will discuss Study Guide 3 pp. 134-201 while doing peer evaluations and giving feedback.  |  |
| **Closing****(Evaluate)***(Summarizes lesson; ensures understanding; clarifies misconceptions)* | Study guides will be evaluated. | Study Guide 3 for pages  |
| **Resources/Instructional Materials***(What do I need in order to teach the lesson?)* | Character charts and study guides |  |
| **Daily Lesson Plan for Tuesday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to analyze an informational text. |  |
| **Pre-Instructional Activity** | Review how to fill out the informational text tool analysis, citing evidence using MLA format. |  |
| **Opening**(**Engage**) | Read aloud the informational text “Four Atlanta Hotels Face Federal Sex Trafficking Lawsuits” by Alexis Stephens |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will work individually to analyze the text using the informational text analysis tool.  |  |
| **Closing****(Evaluate)** | The analysis will be evaluated. | Informational text analysis tool organizer |
| **Resources/Instructional Materials** | Copies of the text and analysis tool organizer |  |
| **Daily Lesson Plan for Wednesday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to determine the central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details. Students will read and cite thorough textual evidence to support their analysis. | Character chart |
| **Pre-Instructional Activity** | Bell Ringer Word Warm-Up of commonly confused words: all ready and already |  |
| **Opening**(**Engage**) | Review the parallel teaching model. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will review read and complete their study guide for pp. 201-263 and review the character charts. The parallel learning model will be done with the co-taught teacher. Half the class will go through the study guide with a teacher before turning it in and the advanced group will work independently. |  |
| **Closing****(Evaluate)** | Study guides will be evaluated. | Study Guide 4 |
| **Resources/Instructional Materials** | Copies of the study guides. |  |
| **Daily Lesson Plan for Thursday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to respond to a journal prompt. Students will be able to work in small groups to do research for a multimedia presentation. |  |
| **Pre-Instructional Activity** | Journal Prompt 3 – NYT what do you see?  | Journal |
| **Opening**(**Engage**) | Introduce the writing prompt and the expectations for the journal entry. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will respond to a visual prompt “What do you see?” from the *New York Times*. Students will analyze the image and connect it to the character’s description of her setting at the Happiness House. Students will be placed in small groups to begin a WebQuest to research information on different organizations that help to raise money, create awareness and/or fight or eradicate Human Trafficking. |  |
| **Closing****(Evaluate)** | Journals will be evaluated.  |  |
| **Resources/Instructional Materials** | Students will need their journals. |  |
| **Daily Lesson Plan for Friday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to determine the central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details. Students will read and cite thorough textual evidence to support their analysis. | Study Guide for ***Sold*** by Patricia McCormick |
| **Pre-Instructional Activity** | Students will discuss Study Guide 4 pp. 202-263 while doing peer evaluations and giving feedback.  |  |
| **Opening**(**Engage**) | Introduce the Performance Assessment for this unit. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will go on a WebQuest to research their assigned organization. Each student in the group will have 2-3 questions to research. Each group will begin putting together a multimedia presentation of their research in Glogster.com.  |  |
| **Closing****(Evaluate)** | Performance Assessments will be evaluated. | Study Guide 4 |
| **Resources/Instructional Materials** | Students will need their copies of the book or access to the pdf for the book ***Sold*** by Patricia McCormick |  |