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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/Todd Spearman |
| **Grade/Subject/Course** | | 10th Grade World Literature |
| **Week Of:** | | **8-12-19** |
| **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** | Preferential seating  Cue important information  Gain attention before speaking  Allow extra time for processing and responding  Oral reading of test questions (when necessary)  Testing in small group (when necessary) |
| **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 demonstrate their knowledge of the first two supporting standards. | Unit 1 Pre-Assessment Asia\*\* |
| **Pre-Instructional Activity**  *(Sponge; bell-ringer; journal; allows attendance to be taken)* | Students will begin inquiry on their interview project. |  |
| **Opening**  (**Engage**)  *(Introduce the lesson; summarizes previous lesson; clarifies misconceptions)* | Introduce the assignment, review the expectations from the assignment and what they will engage in for the class period. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)**  *(Allows students to practice concept; assesses student learning)* | Students will take the Unit 1 Asia Pre-Assessment. | Unit 1 pre-assessment\*\* |
| **Closing**  **(Evaluate)**  *(Summarizes lesson; ensures understanding; clarifies misconceptions)* | Students will turn in their answer sheets at the end of the class period. |  |
| **Resources/Instructional Materials**  *(What do I need in order to teach the lesson?)* | A copy of the Unit 1 pre-assessment\*\* |  |
| **Daily Lesson Plan for Tuesday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to develop open-ended, thought-provoking questions for their subject. | List of questions |
| **Pre-Instructional Activity** | Students will make a list of questions. |  |
| **Opening**  (**Engage**) | Discussion on the questions they have generated so far. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will review a list of well-formulated questions as a mentor to how their questions should be. Students can also use some of these questions. |  |
| **Closing**  **(Evaluate)** | Students will verbally give a sample of the questions they have generated. |  |
| **Resources/Instructional Materials** | List of formulated questions for the interview project. |  |
| **Daily Lesson Plan for Wednesday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to develop an effective technique for writing their paper for the interview project. | Note organizer for the Power Point |
| **Pre-Instructional Activity** | Students will look over the note organizer before reviewing the 6 traits of writing Power Point. |  |
| **Opening**  (**Engage**) | Introduction of the Power Point Six-traits of Writing and how students will fill in the notes on their note organizers to use as a reference going forward. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will engage by taking notes as they view the Six-Traits of Writing Power Point. |  |
| **Closing**  **(Evaluate)** | Students will work with a partner to discuss what traits they know they will be successful at and why. They will also discuss what traits they see themselves struggling with and why. | 6 Traits of writing note organizer |
| **Resources/Instructional Materials** | Note organizer for the 6 traits of writing and the Six Traits Power Point |  |
| **Daily Lesson Plan for Thursday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to view and understand what is expected of them while conducting their peer interviews. |  |
| **Pre-Instructional Activity** | Students will look over the interview tips sheet. |  |
| **Opening**  (**Engage**) | Introduction of what a good and a bad interview looks like. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will watch 3-4 video clips of good and bad interviews. They will then engage in a class discussion of why each one was considered bad or good and point out evidence from the clips to support their answers. Students will then read through sample written interviews to serve as mentor texts as they begin to formulate how they want to write up their peer interviews at the end of the project. |  |
| **Closing**  **(Evaluate)** | Class will end with any questions the students may have. |  |
| **Resources/Instructional Materials** | 3-4 video clips of interviews, interview tips handout and mentor text samples handout |  |
| **Daily Lesson Plan for Friday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to conduct an effective interview with their assigned peer. | Answers to the interview questions they formulated |
| **Pre-Instructional Activity** | Students will be placed into pairs to interview each other. |  |
| **Opening**  (**Engage**) | Introduce and model how students will engage in the interview process. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will work in pairs to interview each other using the questions they developed at the beginning of the week. |  |
| **Closing**  **(Evaluate)** | NA | Notes from the interview |
| **Resources/Instructional Materials** | List of interview questions |  |