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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:**  | **8-19-19** |
| **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 seatingCue important informationGain attention before speakingAllow extra time for processing and respondingOral 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?
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| **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 conduct an effective interview with their assigned peer. | Answers to the interview questions they formulated |
| **Pre-Instructional Activity***(Sponge; bell-ringer; journal; allows attendance to be taken)* | Students will be placed into pairs to interview each other. |  |
| **Opening**(**Engage**)*(Introduce the lesson; summarizes previous lesson; clarifies misconceptions)* | Review how students are to engage during the interview process. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)***(Allows students to practice concept; assesses student learning)* | Students will continue from Friday working in pairs to interview each other using the questions they developed at the beginning of the week. |  |
| **Closing****(Evaluate)***(Summarizes lesson; ensures understanding; clarifies misconceptions)* | Students will summarize their question and answer sheets and organize their notes to begin the writing workshop. | Questions and answers from the interview. |
| **Resources/Instructional Materials***(What do I need in order to teach the lesson?)* | List of interview questions. |  |
| **Daily Lesson Plan for Tuesday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to write a paper using the six traits of writing for their guide. | Rough draft |
| **Pre-Instructional Activity** | Review the rubric for their interview paper. |  |
| **Opening**(**Engage**) | Introduce the writing workshop and how the students are expected to engage during the process. They will first complete a rough draft, type their paper, put it in MLA format, do a self-assessment, a peer assessment, final draft and then upload it to turnitin.com. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will write a rough draft using the answers from their interview answers and their six traits of writing guide.  |  |
| **Closing****(Evaluate)** | Observation of what they have accomplished by the end of class |  |
| **Resources/Instructional Materials** | Answers from the interviews conducted and the 6-trait of writing guide |  |
| **Daily Lesson Plan for Wednesday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to write a paper using the six traits of writing for their guide. | Rough draft |
| **Pre-Instructional Activity** | Review what they have written so far. |  |
| **Opening**(**Engage**) | Review the writing workshop and how the students are expected to engage during the process. They will first complete a rough draft, type their paper, put it in MLA format, do a self-assessment, a peer assessment, final draft and then upload it to turnitin.com. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will write a rough draft using the answers from their interview answers and their six traits of writing guide. |  |
| **Closing****(Evaluate)** | Students will turn in their rough drafts at the end of class. The introduction paragraph will be evaluated for its attention-getter and given back to start the next step of the writing workshop. |  |
| **Resources/Instructional Materials** | Answers from the interviews conducted and the 6-traits of writing guide |  |
| **Daily Lesson Plan for Thursday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to write a paper using the six traits of writing for their guide. | Typed draft |
| **Pre-Instructional Activity** | Review the feedback given for the introduction paragraph and adjust accordingly. |  |
| **Opening**(**Engage**) | Review the writing workshop and how the students are expected to engage during the process. They will first complete a rough draft, type their paper, put it in MLA format, do a self-assessment, a peer assessment, final draft and then upload it to turnitin.com. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will meet in the media center, make adjustments to their first paragraphs (if needed) then begin typing their papers. |  |
| **Closing****(Evaluate)** | Observation of what they have accomplished by the end of class |  |
| **Resources/Instructional Materials** | Rough draft with feedback |  |
| **Daily Lesson Plan for Friday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to write a paper using the six traits of writing for their guide. | Typed draft |
| **Pre-Instructional Activity** | Review what they have typed already. |  |
| **Opening**(**Engage**) | Review the writing workshop and how the students are expected to engage during the process. They will first complete a rough draft, type their paper, put it in MLA format, do a self-assessment, a peer assessment, final draft and then upload it to turnitin.com. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will meet in the media center and finish typing their rough drafts. Students will then be instructed on how to format their papers in MLA style, 12pt. font, Times New Roman, double-spaced with a title and running header. |  |
| **Closing****(Evaluate)** | Observation of what they have accomplished by the end of class. |  |
| **Resources/Instructional Materials** | Rough draft and MLA format sample page. |  |