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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:** | | **8-26-19** |
| **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 participate in a whole class discussion about a real world topic. |  |
| **Pre-Instructional Activity**  *(Sponge; bell-ringer; journal; allows attendance to be taken)* | Review academic and content vocabulary for this unit. |  |
| **Opening**  (**Engage**)  *(Introduce the lesson; summarizes previous lesson; clarifies misconceptions)* | Introduce the topic of Human Trafficking by webbing what they already know about the topic. “What comes to mind when you hear this topic?” |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)**  *(Allows students to practice concept; assesses student learning)* | Students will participate in a whole class discussion about Human Trafficking. They will take notes on the three different topics of domestic, labor and sex trafficking. They will learn staggering statistics about the numbers here in Atlanta exploring the topic of sex trafficking, which is the topic of the extended novel they will be reading. |  |
| **Closing**  **(Evaluate)**  *(Summarizes lesson; ensures understanding; clarifies misconceptions)* | Summarize the lesson for the day. |  |
| **Resources/Instructional Materials**  *(What do I need in order to teach the lesson?)* | Copy of vocabulary words and Promethean Board. |  |
| **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 “Modern-day slavery persists the world over” by Mark Magnier and Robyn Dixon. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will work in pairs 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 work in small groups to research information. | Cornell Notes |
| **Pre-Instructional Activity** | Bell Ringer Word Warm-Up of commonly confused words: accept and except |  |
| **Opening**  (**Engage**) | Engage students on a WebQuest to find out what life is like in Nepal. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will work in small groups to identify Nepal and its neighboring countries on a map by coloring them in, then students will research information about life in Nepal. For example, what are the people called? What is the geography? What is the economy? Religions, customs, traditions, food, etc. | Map of Central & Southwest Asia |
| **Closing**  **(Evaluate)** | Students will record their findings on Cornell Notes for quick reference. |  |
| **Resources/Instructional Materials** | Copies of the WebQuest assignment and Cornell Notes |  |
| **Daily Lesson Plan for Thursday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to write a summary. | Summary |
| **Pre-Instructional Activity** | Students will watch a video about life in Nepal. |  |
| **Opening**  (**Engage**) | Students will watch the video and note three things they learned about life in Nepal from the video and three things that were missing in the subjects’ everyday lives. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will continue their research from the previous day and then write a summary about how their lives are different from the lives of those who live in Nepal. |  |
| **Closing**  **(Evaluate)** | The summary provided on the Cornell Notes will be evaluated. |  |
| **Resources/Instructional Materials** | Video of “Life in Nepal” by Ru pak |  |
| **Daily Lesson Plan for Friday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to learn about the author’s purpose. |  |
| **Pre-Instructional Activity** | Review vocabulary words |  |
| **Opening**  (**Engage**) | Students will take a vocabulary quiz. |  |
| **Work Period**  **(Explore/Explain**  **Extend/Elaborate)** | Students will participate in a whole class discussion after reading “The Author’s Note” by Patricia McCormick. Through inquiry, students will explore the author’s reasons for writing the book *Sold*. Students will then watch an interview with the author and give three take-aways from what she discussed. Students will also receive their first study guide for pp. 1-66 of the book. |  |
| **Closing**  **(Evaluate)** | Verbally summarize with a peer the author’s purpose for writing the book. |  |
| **Resources/Instructional Materials** | Copies of the vocabulary quiz and study guides. Video of the interview with Patricia McCormick |  |