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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:**  | **9-30-19** |
| **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 integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |  |
| **Pre-Instructional Activity***(Sponge; bell-ringer; journal; allows attendance to be taken)* | Introduce Glogster.com to create their presentations. Create accounts in Glogster.com, give the rubric and scoring guide for the Unit 1 Performance Assessment. |  |
| **Opening**(**Engage**)*(Introduce the lesson; summarizes previous lesson; clarifies misconceptions)* | Students will do a reading check covering symbolism and themes throughout the novel. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)***(Allows students to practice concept; assesses student learning)* | Students will work in assigned groups to do a WebQuest to find current and relevant information about Human Trafficking around the world. They will go on a quest to explore different organizations to prepare their research to present to the class for their Unit 1 Performance Assessment. |  |
| **Closing****(Evaluate)***(Summarizes lesson; ensures understanding; clarifies misconceptions)* | Reading checks and Cornell notes will be evaluated. | Reading checks will be evaluated |
| **Resources/Instructional Materials***(What do I need in order to teach the lesson?)* | Chrome books, codes to Glogster.com, copies of assignment sheets, Cornell notes, multimedia presentation rubrics and reading checks |  |
| **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 analyze an informational text in discussion format. |  |
| **Opening**(**Engage**) | Read aloud the informational text “Raiding A Brothel in India” by Nicholas Kristof |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will participate in a whole class discussion to analyze the informational text. Students will then continue working in their small groups to do research. Students will then continue to work in their small groups to do their multimedia presentations. |  |
| **Closing****(Evaluate)** | Q and A about WebQuest and check in with each group. | Cornell Notes |
| **Resources/Instructional Materials** | Chrome books, Cornell notes, assignment sheets, presentation rubrics |  |
| **Daily Lesson Plan for Wednesday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |  |
| **Pre-Instructional Activity** | Bell Ringer Word Warm-Up of commonly confused words: all together and altogether |  |
| **Opening**(**Engage**) | Students will review their vignette notes. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will continue working on and finalizing their multimedia presentations. |  |
| **Closing****(Evaluate)** | Q and A about Glogster.com and check in with each group. | Multimedia Presentations |
| **Resources/Instructional Materials** | Presentation rubrics |  |
| **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 present their research information in Glogster.com. |  |
| **Pre-Instructional Activity** | Journal Prompt 4 – Respond to a quote from the vignette “A Secret” p. 207-208 | Journal |
| **Opening**(**Engage**) | Give instructions on how to give their multimedia presentations. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will present their projects in Glogster.com. |  |
| **Closing****(Evaluate)** | Journals will be evaluated and multimedia presentations will be scored. | Multimedia Presentations |
| **Resources/Instructional Materials** | Students will need their journals and Multimedia Presentations |  |
| **Daily Lesson Plan for Friday** | **Assessment Evidence** |
| **Learning Target/Success Criteria** | Students will be able to integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |  |
| **Pre-Instructional Activity** | Review what they should study for the Unit 1 Assessment  |  |
| **Opening**(**Engage**) | Review instructions on how to give their multimedia presentations. |  |
| **Work Period****(Explore/Explain****Extend/Elaborate)** | Students will present their projects in Glogster.com. 10-12 minute presentations |  |
| **Closing****(Evaluate)** | Performance Assessments will be evaluated. | Multimedia Presentation in Glogster.com |
| **Resources/Instructional Materials** | Multimedia Presentations |  |