**Unit 1 Standards:**

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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | Closure |
| **Monday, Sept 15** | I am learning about how to use narrative techniques to create an impactful story with a theme, plot devices, and archetypes. | I can use narrative techniques to create an impactful story with a theme, plot devices, and archetypes by creating my own origin story and working on the final draft. | Warm up – GRAMMAR | Students will either start reading/or review the poem by Sor Juana in the textbook.  Students will then be instructed on how to fill out the worksheet. | Students will receive their graded assignments and will be reminded of the constructed response questions and the criteria.  Students who failed the initial first assessment, or did not complete it at all, will need to complete the retake/remake assessment. | Students will turn in the retake/remake assessment or continue working on the worksheet.  \*\*If they do not plan on being here on Wednesday, then they may find the instructions in Canvas. |
| **Tuesday, Sept 16** | I am learning about how the Puritan values influenced their literature. | I can discuss how the Puritan values influenced their literature by reviewing notes as well as the literature of the time. | Students will complete a quiz over Puritan literature and Poetry Techniques. | When students complete the quiz, they will finish completing the worksheet. | When students complete the quiz, they will finish completing the worksheet. | When students complete the quiz, they will finish completing the worksheet.  Students will be told that they need to have the worksheet completed tomorrow after the short lesson and review. \*\*If they do not plan on being here on Wednesday, then they may find the instructions in Canvas. |
| **Wednesday, Sept 17** | I am learning about how the Puritan values influenced their literature. | I can discuss how the Puritan values influenced their literature by reviewing notes as well as the literature of the time. | Poetry warm up. | Students will be given the instructions on paper, but will be instructed to submit the work in Canvas Thursday and Friday in 2 parts. | Students will finish up their worksheets and turn them in before leaving. | Students will finish up their worksheets and turn them in before leaving. |
| **Thursday, Sept 18** | I am learning about poetic techniques. | I can discuss poetic techniques by reviewing the notes. | ASYNCHRONOUS – Students will submit a quiz style assignment in which they come up with ideas to write out a poem about vanity similar to the poems from before. | ASYNCHRONOUS  Students will submit a quiz style assignment in which they come up with ideas to write out a poem about vanity similar to the poems from before. | ASYNCHRONOUS  Students will submit a quiz style assignment in which they come up with ideas to write out a poem about vanity similar to the poems from before. | ASYNCHRONOUS  Students will submit a quiz style assignment in which they come up with ideas to write out a poem about vanity similar to the poems from before. |
| **Friday, Sept 19** | I am learning about poetic techniques. | I can discuss the poetic techniques that are found in Anne Bradstreet’s poems. | ASYNCHRONOUS  Students will submit their rough draft of the poem utilizing their different aspects that they used in the previous assignment. | ASYNCHRONOUS  Students will submit their rough draft of the poem utilizing their different aspects that they used in the previous assignment. | ASYNCHRONOUS  Students will submit their rough draft of the poem utilizing their different aspects that they used in the previous assignment. | ASYNCHRONOUS |