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| **Standard:** ELAGSE9-10RL9: ANALYZE  how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  ELAGSE9-10RL4: DETERMINE the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)  ELAGSE9-10RI9: ANALYZE seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.  ELAGSE9-10RI4: DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).   Priority Writing:  ELAGSE9-10W3: WRITE narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  ELAGSE9-10W5: DEVELOP and STRENGTHEN writing as needed by PLANNING, REVISING, EDITING, REWRITING, or TRYING a new approach, FOCUSING on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)  **Assessment: Quiz Test Project Lab Writing None** | | | | | | | |
|  | Pre-Teaching  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Learning Target    Success Criteria 1    Success Criteria 2 | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| Mon | I am learning how to create questions based on an article.  I can practice close and critical reading.  I can identify the main claim in an article.  I am learning how to identify the central idea of a text.  I can explain the development of ideas in the text. | **Period 5:** N/A Testing  **Period 6:** You read about an event that was not well known until recently. Write a journal entry about who gets to write history and what might drive the choices that they make. |  |  | **Period 6:** Switch quizzes with another student. Take quiz, pass back and grade other students answers. | **Period 5:** N/A Testing | **Period 5:** N/A Testing  **Period 6:** When a major event happens, it may seem to stand alone. With hindsight, though, we can trace its causes and effects. What is a major event you have experienced or heard about, and what were its causes? What effects are still felt from it? |
| **Tues** | I am learning how to identify the central idea of a text.  I can practice close and critical reading.  I can explain the development of ideas in the text. | **Period 5:** What do Frederick Douglas and Abraham Lincoln have in common? |  |  |  | **Period 5:** Extra Credit:  Read: Abolishing Slavery: The Efforts of Frederick Douglass and Abraham Lincoln  Answer text dependent questions 1-6.  Answer question 7 using P.E.A.S. by yourself. Submit on Canvas by Friday, May 2 at 3pm | **Period 5:** What is the central idea of the text? |
| **Wed** | I am learning how to make connections between an article and history.  I can support my answers with textual evidence. | Today you’re going to read about Georgia Gilmore’s unique contributions to the Civil Rights Movement. Make a prediction... ● How can food create change? Explain your thinking. Take three minutes to write down your ideas. |  |  | Analyzing Connections with "Meet the Fearless Cook Who Secretly Fed — and Funded — The Civil Rights Movement"  -Read and answer the questions that are found on the side (can work with a partner) | Analyzing Connections with "Meet the Fearless Cook Who Secretly Fed — and Funded — The Civil Rights Movement"  -Answer question 1 and 2 (just write the letter)  -Answer question 3 using P.E.A.S.  -Submit your answers on Canvas or a piece of paper | N/A |
| **Thurs** | I am learning how to make connections between an article and history.  I can support my answers with textual evidence. | * Using the sentence, write a definition of the following word: **abstract** * Julia had trouble understanding the appeal of the **abstract** painting. |  |  |  | Work on missing assignments, extra credit, or Wednesday’s assignment. | Choose which word completes the following sentence: I got an \_\_\_\_\_\_\_\_\_\_grade on my research paper. A. acceptable B. accidental C. accommodate D. abysmal |
| **Fri** | I am learning how to make connections between an article and history.  I can support my answers with textual evidence. | * Using the sentence, write a definition of the following word: **accommodate** * The Grand Hotel can **accommodate** up to 500 hundred guests. |  |  |  | Work on missing assignments, extra credit, or Wednesday’s assignment. | Choose which word completes the following sentence: The \_\_\_\_\_\_\_\_\_\_\_\_of the intern’s report was impressive. A. acknowledge B. acquired C. accuracy D. adapt |