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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
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| Mon | I am learning how to analyze how an author draws on and transforms source material in a specific work.I can practice close and critical reading.I can explain biblical allusions from the story of Adam and Eve. | Answer the following questions. If you don’t know the answer write down the question.-Write a definition of allusion-Write some commonly used allusions to Bible stories-What does an apple symbolize in the Bible?-What is a prodigal son? | Why do we need to know bible stories?Story of Adam and Eve | Answer the following questions about the story of Adam and Eve:-What do the names “Adam” and “Eve” mean?-What does it mean if you call someplace a “Garden of Eden”?-What is the significance of a serpent in the story?-What does an apple symbolize in the story?-Why might a person be kicked out of Eden? | Answer the following questions about the story of Adam and Eve:-What do the names “Adam” and “Eve” mean?-What does it mean if you call someplace a “Garden of Eden”?-What is the significance of a serpent in the story?-What does an apple symbolize in the story?-Why might a person be kicked out of Eden? |  | What is one thing you learned from the lesson today? |
|  **Tues** | MAPS Testing1,2,5,4 | MAPS Testing | MAPS Testing | MAPS Testing | MAPS Testing | MAPS Testing | MAPS Testing |
| **Wed** | MAPS Testing3,6,5,7 | MAPS Testing | MAPS Testing | MAPS Testing | MAPS Testing | MAPS Testing | Maps Testing |
| **Thurs** | I am learning how to analyze how an author draws on and transforms source material in a specific work.I can practice close and critical reading.I can explain biblical allusions from the story of Moses. | **David and Goliath** **Summary**: David was a young boy who worked as a shepherd in Israel.  A war between the Israelites and Philistines began, and David’s brothers went to join the fight. After several days, David decided to look for his brothers and make sure everything was okay. David came upon a giant Philistine named Goliath who terrified the Israelite soldiers. Goliath taunted David for being so small and weak. David challenged the giant to a fight, and Goliath accepted because he was sure a small boy could not harm him.David collected rocks from a nearby stream and prepared to fight the giant. Using a slingshot, David fired a rock at Goliath’s head and killed him. The Israelites were emboldened by David’s victory and soon defeated the remaining Philistine army. **Allusion:** In the book *The Kite Runner*, the boy Sohrob uses a slingshot to defeat the much more powerful Assef and protect his friend Amir.**Allusion:** In *The Matrix*, Neo is told that no one has ever killed an agent before, but Neo proceeds to kill Agent Smith in hand to hand combat. Neo defeated an impossible enemy much like David slew Goliath. **Example:** Describe an allusion **to this story** that you recognize from a tv show, book, movie or video game **or** write an original example of how you might use an allusion to this story in your own work. |  | Common Biblical Allusions-Common bible allusions will be posted around the classroom (or online), students will go around and read them and fill in their graphic organizer. | The story of Moses assignment (turn in at the end of class) |  | Which terms was your group most familiar with?Which terms was your group least familiar with?Has this exercise helped you to understand and recognize Biblical allusions? |
| **Fri** | I am learning how to analyze how an author draws on and transforms source material in a specific work.I can practice close and critical reading.I can explain biblical allusions found in the poem “Nothing Gold can Stay”. | Read the following example and determine what biblical allusion is being used. Look at your notes from yesterday.After years of reckless spending and living away from home, John finally returned to his family, seeking forgiveness and a fresh start. |  |   |  | Allusion Analysis Poem Activity: “Nothing Gold can Stay” by Robert Frost (turn in at the end of class) | What message does “Nothing Gold can Stay” have about the passage of time? |