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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. | How do you think teachers create questions for a quiz/test? | **Student Created Quiz:**  You are now the teacher. You need to create five multiple choice/short answer questions for the article [Archaeology's Tech Revolution](https://rcboe.instructure.com/courses/259106/assignments/5464926). If you create multiple choice questions, you need to come up with four possible answers and then have the answer key. If you create short answer questions, you need to write out an example answer.  You will write all your stuff on paper and turn it in.  Keep the following standards in mind, while you are writing your questions:  **ELAGSE9-10RI3:** **ANALYZE** how the **author unfolds an analysis or series of ideas or events**, including the **order in which the points are made**, how they are **introduced and developed**, and the **connections** that are drawn between them.  **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).  Also keep DOK level questions in mind: (image on canvas) | Read: Archaeology’s Tech Revolution |  | Take notes and start on questions for Student Created Quiz. | What information did you need first to create a question? |
| **Tues** | **EOC Testing Schedule: Periods 1,5,2**  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. | **Period 1:**  What is the author’s central idea about modern archaeologists?   1. They use the tools first advanced by Indiana Jones. 2. They use sophisticated technology that has made onsite fieldwork unnecessary. 3. They are historians whose main goal is to find artifacts and place them in museums. 4. They are technologically savvy and work to minimize damage to sites and artifacts. |  |  |  | **Period 1:** Finish writing questions and answers for Student Created Quiz. | **Period 1:** Which quotation supports the answer to the warm up?   1. “Regardless, ‘Raiders of the Lost Ark,’ which celebrates its 30th anniversary on June 12, did make studying the past cool for an entire generation of scientists.” (paragraph 1) 2. “Most of the new toolkit comes from fields such as biology, chemistry, physics or engineering. . . .” (paragraph 2) 3. “They can dig with greater confidence and less collateral damage. . . .” (paragraph 4) 4. “Technology won’t eliminate the need to dig anytime soon, archaeologists say.” (paragraph 18) |
| **Wed** | **EOC Testing Schedule: Periods 1,5,3**  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. | **Period 1**: How much do you rely on technology? From the time you wake up (to a digital alarm?), through how you get around, use tools to learn, communicate with others, prepare food, find entertainment: Old and new technology is baked into our everyday lives. List the technology tools and inventions you use in a typical day.  **Period 3:** What is the author’s central idea about modern archaeologists?   1. They use the tools first advanced by Indiana Jones. 2. They use sophisticated technology that has made onsite fieldwork unnecessary. 3. They are historians whose main goal is to find artifacts and place them in museums. 4. They are technologically savvy and work to minimize damage to sites and artifacts. |  |  |  | **Period 1:** Watch Documentary: Ancient Builders of the Amazon, add extra credit question to their quiz based on the documentary.  <https://www.youtube.com/watch?v=dY82nZTxXQ4&t=590s>  **Period 3:** Finish writing questions and answers for Student Created Quiz | **Period 1:** Look back at your warm up, how might your life look different if we didn’t have those technologies? What technology could be created to make our lives easier?  **Period 3:** Which quotation supports the answer to the warm up?   1. “Regardless, ‘Raiders of the Lost Ark,’ which celebrates its 30th anniversary on June 12, did make studying the past cool for an entire generation of scientists.” (paragraph 1) 2. “Most of the new toolkit comes from fields such as biology, chemistry, physics or engineering. . . .” (paragraph 2) 3. “They can dig with greater confidence and less collateral damage. . . .” (paragraph 4) 4. “Technology won’t eliminate the need to dig anytime soon, archaeologists say.” (paragraph 18) |
| **Thurs** | **EOC Testing Schedule: Periods 1,5,4**  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. | **Period 1:** What is one thing that you learned from the documentary yesterday? |  |  |  | **Period 1:** Work on make up assignments, re-take quizzes, complete assessments | **Period 1:** What was the central idea of the documentary from yesterday? |
| **Fri** | 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. | **Period 1: Forensic analysis**is used in criminal cases. Why do archaeologists use it?  **Period 3:**  How much do you rely on technology? From the time you wake up (to a digital alarm?), through how you get around, use tools to learn, communicate with others, prepare food, find entertainment: Old and new technology is baked into our everyday lives. List the technology tools and inventions you use in a typical day.  **Period 7:** What is the author’s central idea about modern archaeologists?   1. They use the tools first advanced by Indiana Jones. 2. They use sophisticated technology that has made onsite fieldwork unnecessary. 3. They are historians whose main goal is to find artifacts and place them in museums. 4. They are technologically savvy and work to minimize damage to sites and artifacts. |  |  | **Period 1 and 3:** Switch quizzes with another student. Take quiz, pass back and grade other students answers. | **Period 7:** Finish writing questions and answers for Student Created Quiz. | **Period 1:** Use the following word in a sentence correctly: **LIDAR**  **Period 3:**  Look back at your warm up, how might your life look different if we didn’t have those technologies? What technology could be created to make our lives easier?  **Period 7:**  Which quotation supports the answer to the warm up?   1. “Regardless, ‘Raiders of the Lost Ark,’ which celebrates its 30th anniversary on June 12, did make studying the past cool for an entire generation of scientists.” (paragraph 1) 2. “Most of the new toolkit comes from fields such as biology, chemistry, physics or engineering. . . .” (paragraph 2) 3. “They can dig with greater confidence and less collateral damage. . . .” (paragraph 4) 4. “Technology won’t eliminate the need to dig anytime soon, archaeologists say.” (paragraph 18) |