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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 | **Period 1: Algebra EOC** | **Period 1: Algebra EOC** | **Period 1: Algebra EOC** | **Period 1: Algebra EOC** | **Period 1: Algebra EOC** | **Period 1: Algebra EOC** | **Period 1: Algebra EOC** |
| **Tues** | 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 do we deal with grief?  **Period 7:**  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 1:** Extra Credit: The Raven  **Period 7:** Switch quizzes with another student. Take quiz, pass back and grade other students answers. |  | **Period 1:**  In the context of this poem, how are we changed by love? Cite evidence from “The Raven”.  **Period 7:** 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? |
| **Wed** | I am learning how to analyze author’s point of view.  I can support my answer with textual evidence. | Over the past 120 years, women’s athletic fashion has changed quite a bit. Today, you’ll learn about the changing attitudes toward women’s fashion in tennis in particular. ● What do you notice about how female athletic clothing has changed? ● Why do you think female athletic fashion has changed so much? |  |  | Analyzing the Author's Point of View with "Serena Williams' catsuit controversy evokes the battle over women wearing shorts"  Read and answer the questions that are found on the side (can work with a partner) | Analyzing the Author's Point of View with "Serena Williams' catsuit controversy evokes the battle over women wearing shorts"  Answer question 1 (just write the letter)  Answer question 2 using P.E.A.S.  Submit your answers on Canvas or a piece of paper | N/A |
| **Thurs** | I am learning how to analyze author’s point of view.  I can support my answer with textual evidence. | * Using the sentence, write a definition of the following word: **abate**  1. As I began my speech, my feelings of nervousness quickly **abated**. |  |  |  | Work on missing assignments, extra credit, or Wednesday’s assignment. | Choose which word completes the following sentence: His \_\_\_\_\_\_\_\_departure surprised everyone. A. acceptable B. abysmal  C. abstract D. abrupt |
| **Fri** | I am learning how to analyze author’s point of view.  I can support my answer with textual evidence. | * Using the sentence, write a definition of the following word: **acceptable**  1. The teacher deemed Sarah’s late assignment **acceptable.** |  |  |  | Work on missing assignments, extra credit, or Wednesday’s assignment. | Choose which word completes the following sentence: The oil spill was purely \_\_\_\_\_\_\_\_\_\_\_\_. A. accommodate B. accuracy C. accidental D. acknowledge |