



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11th Grade (**American Literature** and **AP Language and Comprehension**)

Good instruction is driven by the students' academic needs. Instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, adjustments of instruction will be made on a continual basis.

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	August 26 – September 9, 2024
	August 26 – 27	August 28 – 29	August 30 & Sept. 3	Sept 4 – 5	Sept 6 – 9
Standards Anchor Text (Foundational Document): “Bill of Rights” by James Madison “Speech at the Convention” by Benjamin Franklin Model Argumentative Essay: “Community Service Should Be A Requirement for High School Graduation” (p. R12) “A New Nation” (pages 12 – 14) (Independent Reading/Homework)	Practices Domain (Unit 1): K-12.P.EICC.1.f Develop independence and autonomy as a reader and writer. Reading Standards ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Writing Standards	Reading Standards ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or	Reading Standards ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	Reading Standards ELAGSE11-12RI5: Reading Standards Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid	Reading Standards ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses.)

Quick Reads	ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	texts, using valid reasoning and relevant and sufficient evidence.	relevant and sufficient evidence.	reasoning and relevant and sufficient evidence.	Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<p>Learning Target</p> <p>Writing Prompt Write an editorial in which you argue about an issue that affects your school community. (page 28)</p>	<p>Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1.</p> <p>Writing I can write an introductory paragraph with an engaging opening and claim (argument) relating to the abolitionist cause in the form of a literary review, letter, or advertisement</p>	<p>Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1.</p> <p>Writing I can write strong body paragraphs to support my claim relating to the abolitionist cause with reasoning.</p>	<p>Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1</p> <p>Writing I can integrate evidence in my argumentative letter, literary review, or advertisement to support my claim</p>	<p>Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1</p> <p>Writing I can address and refute the counterclaim relating to the abolitionist cause.</p>	<p>Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1</p> <p>Writing I can write a memorable conclusion to my argumentative literary piece.</p>

Differentiated Instruction	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
Opening (more ideas) <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	Hangman (10 minutes) Word of the day (syntax) Quick Read (12 minutes) Focus: vocabulary	Hangman (10 minutes) Word of the day (parallelism) Hangman (5 minutes) Quick Read Focus: Main Idea	Hangman (10 minutes) Word of the day (usage) Quick Read Focus: Punctuation	Hangman (10 minutes) Word of the day (formality) Journal #6 Think. Write. Share. Should Blacks who are descendants of slaves receive reparations? Make a claim with at least one reason.	Hangman (10 minutes) Word of the day (tone) Journal #7 Think. Write. Share What evidence could you use to support your claim for a journal #6
Work Session <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	I conduct review of the elements of argumentative writing. Review rhetorical appeals (logos, ethos, and pathos) p. 25 (Hotbox) I talk about syntax and provide examples. We analyze and	I review syntax and examples. I talk about parallelism and examples. I explain how a person's background influences his/her speech/writing. We read and discuss short biography Benjamin Franklin	I do a review lesson syntax and parallelism They continue reading "Speech at the Convention". They create graphic organizers (Frayer model) and notes for the speech.	I do a review lesson on parallelism. I explain the differences between formal and informal speech. They take a quiz in the form of a game on texts and rhetorical strategies	I do a review lesson on parallelism with examples. I explain tone and how to recognize it in literature. We discuss how to evaluation of a speech. They complete the assignment

	<p>discuss the Preamble to the Constitution and the Bill of Rights. In their notes-folder, they complete questions on page 25.</p> <p>AP: They write practice rhetorical analysis essay.</p>	<p>(In pairs) They analyze and discuss Franklin's, "Speech at the Convention".</p>			<p>(evaluation of Franklin's speech)</p>
Closing	<p>Write a short summary of the Bill of Rights</p>	<p>3-2-1 3 -facts about Benjamin Franklin 2- examples of parallelism from speech 1 – example of syntax</p>	<p>Write an academic reflection of what you have learned thus far.</p>	<p>Q/A What was Franklin's claim in his speech? What was one example he used as evidence?</p>	<p>Exit Ticket In your own words, explain the term, evaluation.</p>
Independent Practice /HW	<p>Writing Prompt Brainstorm ideas Write an editorial in which you argue about an issue that affects your school community. (page 28) Students watch the speech Michelle Obama delivered at the Democratic National Convention (Night 2). Reflect on the rhetorical strategies</p>	<p>Writing Prompt Write draft Write an editorial in which you argue about an issue that affects your school community. (page 28). (AP) Instructional videos in AP Classroom</p>	<p>Writing Prompt Continue writing draft Write an editorial in which you argue about an issue that affects your school community. (page 28) Students watch the speech Hillary Clinton delivered at the Democratic National Convention (Night 2). Reflect on the</p>	<p>Writing Prompt Proofread and edit Write an editorial in which you argue about an issue that affects your school community. (page 28) Students watch the speech Oprah Winfrey delivered at the Democratic National Convention (Night 2). Reflect on the rhetorical strategies</p>	<p>Writing Prompt Finalize draft Write an editorial in which you argue about an issue that affects your school community. (page 28)Reflect on the rhetorical strategies he employed in the speech. What are examples of ethos, pathos, and logos? Be prepared to lead a discussion about</p>

	she employed in the speech. What are examples of ethos, pathos, and logos? Be prepared to lead a discussion about how effective Obama was.		rhetorical strategies she employed in the speech. What are examples of ethos, pathos, and logos? Be prepared to lead a discussion about how effective Clinton was.	she employed in the speech. What are examples of ethos, pathos, and logos? Be prepared to lead a discussion about how effective Winfrey was.	how effective Clinton was.
--	--	--	--	--	----------------------------