



## Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11<sup>th</sup> 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 <sup>th</sup> American Literature and Composition	Date range:	September 9 – 20, 2024
	September 9-10	September 11-12	Sept. 13 & 16	Sept. 17 & 18	Sept. 19 & 20
<b>Standards</b>  <b>Anchor Text (Foundational Document):</b>  “The Declaration of Independence” by Thomas Jefferson <a href="https://www.youtube.com/watch?v=4uE-tqeOxsQ">https://www.youtube.com/watch?v=4uE-tqeOxsQ</a>  “Bill of Rights” by James Madison  “Speech at the Convention” by Benjamin Franklin  Model Editorial Essay: <a href="https://news.vcu.edu/article/2022/06/why-do-school-">https://news.vcu.edu/article/2022/06/why-do-school-</a>	<b>Practices Domain (Unit 1):</b> K-12.P.EICC.1.f <b>Develop independence and autonomy as a reader and writer.</b>  <b>Reading Standards ELAGSE11-12RI1:</b> 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.  <b>Writing Standards</b>	<b>Reading Standards ELAGSE11-12RI2:</b> 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  <b>Writing Standards ELAGSE11-12W1:</b> <b>Write arguments</b> to support claims in an analysis of substantive topics or	<b>Reading Standards ELAGSE11-12RI3:</b> 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.  <b>Writing Standards ELAGSE11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	<b>Reading Standards ELAGSE11-12RI5:</b> 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.  <b>Writing Standards ELAGSE11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid	<b>Reading Standards ELAGSE11-12RI8:</b> 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.)

<a href="#">shootings-keep-happening-in-the-united-states</a>  “A New Nation” (pages 12 – 14) (Independent Reading/Homework)  Quick Reads	<b>ELAGSE11-12W1:</b> 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.	<b>Writing Standards ELAGSE11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Learning Target  Writing Prompt Write an editorial in which you argue about Colt Gray’s parents being charged for his crime.	<b>Reading</b> I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1. <b>Writing</b> 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	<b>Reading</b> I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1. <b>Writing</b> I can write strong body paragraphs to support my claim relating to the abolitionist cause with reasoning.	<b>Reading</b> I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1 <b>Writing</b> I can integrate evidence in my argumentative letter, literary review, or advertisement to support my claim	<b>Reading</b> I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1 <b>Writing</b> I can address and refute the counterclaim relating to the abolitionist cause.	<b>Reading</b> I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1 . <b>Writing</b> I can write a memorable conclusion to my argumentative literary piece.

<a href="#">Differentiated Instruction</a>	*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					
<a href="#">Opening (more ideas)</a> <ul style="list-style-type: none"> <li>Bell Ringer/ Engage/ Warm-Up</li> </ul>	Hangman (10 minutes) Word of the day (editorial: explanation and example)	Hangman (10 minutes) Word of the day (connotation: explanation and example)  Quick Read (12 minutes) Language Focus: adverbs	Hangman (10 minutes) Word of the day (denotation: explanation and example) Quick Read Language Focus: Subject/Verb agreement	Hangman (10 minutes) Word of the day (formality: explanation and example)	Hangman (10 minutes) Word of the day (tone: explanation and example)  Quick Read Focus: Comma
Work Session <ul style="list-style-type: none"> <li><a href="#">Gradual Release</a> w/ I Do &amp; We Do <a href="#">Instructional Strategies</a></li> </ul>	I conduct a short lesson about editorials. We read and discuss sample editorial Students (They) determine claim, evidence and counterclaim from editorial  Students start	I conduct a short lesson on ways to start an essay, e.g. general statement, rhetorical question, idiom... We write the introduction to together based on the following prompt: "Should Colt Gray's parents be charged	I conduct a lesson on reasoning and evidence. We create two body paragraphs for the prompt. They present projects.	I conduct a lesson on how to write a counterclaim and refutation. We create one paragraph addressing the counter claim.  They present projects.	I conduct a lesson on writing conclusions. We write the conclusion for our essay. They present projects.

	presentations	with the death of four people at Apalachee High School? They present projects.			
Closing	Journal #7 Think. Write. Share What evidence could you use to support your claim for a journal #6	3-2-1 3 -ways you can start an essay 2- ways to get evidence 1 – transitional word or phase	Write an academic reflection of what you have learned thus far.	Q/A What five things must all argumentative essays have?	Exit Ticket In your own words, explain the term, <b>refutation</b> .
Independent Practice /HW	1.Complete student-created Kahoot from presentations 2.Read “Declaration of Independence”(18-22) (Audio) <b>AP</b> Students watch the speech Michelle Obama delivered at the Democratic National Convention (Night 2). Reflect on the rhetorical strategies she employed in the speech. What are examples of ethos, pathos, and logos? Be prepared to lead a discussion about how effective Obama was.	1.Complete student-created Kahoot from presentations 2.Answer comprehension questions for “Declaration of Independence” (page 23)  <b>(AP)</b> Instructional videos in AP Classroom	1.Complete student-created Kahoot from presentations 2. Read the “Bill of Rights” and complete comprehension check (pp 31-33)  <b>AP</b> Students watch the speech Hillary Clinton delivered at the Democratic National Convention (Night 2). Reflect on the 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	1.Complete student-created Kahoot from presentations 2.Read biography of Benjamin Franklin (page 41) Take Kahoot on Franklin.  <b>AP</b> Students watch the speech Oprah Winfrey delivered at the Democratic National Convention (Night 2). Reflect on the rhetorical strategies she employed in the speech. What are examples of ethos, pathos, and logos? Be prepared to lead a discussion about how effective Winfrey	1.Read “Speech at the Convention by Benjamin Franklin” (pp 43-44) 2. Take Quizzizz on “Speech at the Convention”.  <b>AP</b> 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 how effective Clinton was.

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