



CORETTA SCOTT KING YOUNG WOMEN'S LEADERSHIP ACADEMY

Weekly Lesson Plans

Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.

Teacher Name	Corendis Hardy	Subject/ Grade	Literature and Composition IV 1B and 4A	Date range:	September 15 - 19
	Monday, September 15 B-Day	Tuesday, September 16 A-Day	Wednesday, September 17 B-Day (4A)	Thursday September 18 A-Day (1B)	Friday, September 19 (B-Day)
Standards	Evaluate how authors' perspectives influence texts and how circumstances shape their creation Evaluate and apply argumentative techniques to enhance text's appeal to audiences or	Evaluate how authors' perspectives influence texts and how circumstances shape the Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific	Evaluate how authors' perspectives influence texts and how circumstances shape the Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific	Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perspective to shape perceptions or beliefs Standards for Big	Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perspective to shape perceptions or beliefs Standards for Big

	achieve specific purposes Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments	purposes or creation Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments	purposes or creation	Idea: Grammar Conventions are naturally integrated in all	Idea: Grammar Conventions are naturally integrated in all activities and assignments
Learning Target	I can... Evaluate how an author's perspectives influence texts and how circumstances shape their creation	I can... Evaluate how an author's perspectives influence texts and how circumstances shape their creation	I can... evaluate how authors' perspectives influence texts and how circumstances shape their creation evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes.	I can... evaluate how authors' perspectives influence texts and how circumstances shape their creation evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes.	I can ... compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perspective to shape perceptions or beliefs
Success Criteria	I have met the success criteria	I have met the success criteria	I have met the success criteria	I have met the success criteria	I have met the success criteria

	when I can...explain the various influences of an author's text.	when I can...explain the various influences of an author's text.	when I can...write a compelling editorial	when I can...write a compelling editorial	when I can...write a synthesis essay that includes multiple perspectives about a particular topic
Differentiated Instruction	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	Unscramble:  Word splash (in alphabetical order) Vocabulary engagement (In the vocabulary section of your notebook, include the following: definition, synonyms,	Unscramble:  Word splash (in alphabetical order) Vocabulary engagement (In the vocabulary section of your notebook, include the following: definition, synonyms,	Hangman: editorial Vocabulary engagement (In the vocabulary section of your notebook, include the following: definition, synonyms, antonyms, variations/parts of speech, examples, the word used in	Hangman:  Vocabulary engagement (In the vocabulary section of your notebook, include the following: definition, synonyms, antonyms, variations/parts of speech, examples, the word used in	Hot Box:  (In the vocabulary section of your notebook, include the following: definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)

	antonyms, variations/parts of speech, examples, the word used in an original sentence) Be prepared to teach your peers what you've learned	antonyms, variations/parts of speech, examples, the word used in an original sentence) Be prepared to teach your peers what you've learned	an original sentence) Be prepared to teach your peers what you've learned	an original sentence) Be prepared to teach your peers what you've learned	”
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.	(I do.) Lead lesson about how perspective shapes writing and speaking (We do.) Read and discuss an argumentative essay using satire: “Satire is dying because the internet is Killing It” by Arwa Mahdawl (They do.) Assessment Practice	(I do.) Lead lesson about how perspective shapes writing and speaking (We do.) Read and discuss an argumentative essay using satire: “Satire is dying because the internet is Killing It” by Arwa Mahdawl (They do.) Assessment Practice	(I do.) Lesson on using comparison and contrasting to understand multiple perspectives (women's rights) (We do.) Watch and discuss videos (They do.) In groups read and annotate the following texts: Group A: Education Protects Women from Abuse (pp 459 – 462)	(I do.) Lesson on using comparison and contrasting to understand multiple perspectives (women's rights) (We do.) Watch and discuss videos (They do.) In groups read and annotate the following texts: Group A: Education Protects Women from Abuse (pp 459 – 462)	(I do.) Review lesson about strong argumentative essays (We do.) Q/A (Buzzers) (They do.) Complete “Watch Your Language” activities and quizzes

			Group B: A Vindication of the Rights of Woman (pp. 444- 450)	Group B: A Vindication of the Rights of Woman (pp. 444- 450)	
Self-Reflect (Closing) Closing (more ideas) 10 min.	3-2-1 3 key elements of the argumentative essay 2- transitional words and phrases used in the essay 1-citation of evidence from the essay	3-2-1 3 key elements of the argumentative essay 2- transitional words and phrases used in the essay 1-citation of evidence from the essay	3-2-1 3 key elements of the argumentative essay 2- transitional words and phrases used in the essay 1-citation of evidence from the essay	3-2-1 3 key elements of the argumentative essay 2- transitional words and phrases used in the essay 1-citation of evidence from the essay	411: Write a one-paragraph about what you learned this week
Homework	Watch your language! p. 415 Imperative vs indicative mood Create T-chart highlighting the differences	Watch your language! p. 415 Imperative vs indicative mood Create T-chart highlighting the differences	Watch your language! Reflexive and Intensive pronouns p. 439	Watch your language! Reflexive and Intensive pronouns p. 439	Watch Your Language! Active and Passive Voice p. 405