



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 10th Grade (World Literature and English Composition)

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	10 th American Literature and Composition	Date range:	November 11 – 22, 2024
	November 11-12, 2024	November 13 – 14	November 15 & 18	November 19 -20	November 21-22
Standards					
Academic Focus	ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a	ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a	ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the	ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Writing Exemplar Essays	person's life story in print and multimedia), determining which details are emphasized in each account.	person's life story in print and multimedia), determining which details are emphasized in each account.	course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Gifted Standards Advanced Communication Skills (ACS)	Gifted Standards
Reading Informational Text					
Rhetorical Strategies					

<p>Diction</p> <p>Imagery</p>	<p>ELAGSE1 09-10RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>ELAGSE 09-10RI7RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Creativity (CRT)</p> <p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Advanced Communication Skills (ACS)</p> <p>Creativity (CRT)</p> <p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
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Learning Target	<p>At the end of Unit 2, students will be able to say, “I can analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.”</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or</p>	<p>At the end of Unit 2, students will be able to say, “I can analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.”</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	<p>At the end of Unit 2, students will be able to say, “I can determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or</p>	<p>At the end of Unit 2, each student will be able to say, “I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant</p>	<p>At the end of Unit 2, each student will be able to say, “I can determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or</p>

	texts, using valid reasoning and relevant and sufficient evidence.	reasoning and relevant and sufficient evidence.	texts, using valid reasoning and relevant and sufficient evidence.structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact and integrate what I have learned in an explanatory essay.	and sufficient evidence.	texts, using valid reasoning and relevant and sufficient evidence.
Differentiated Instruction	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)

Lesson Structure					
<u>Opening (more ideas)</u> <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	<p>Opening: Journal (Think. Write. Share)</p> <p>Respond to the Norman Rockwell painting of Ruby Bridges</p>	<p>Opening: Quick read</p> <p>Short biography of Ruby Bridges and Kahoot</p>	<p>Opening: Poems</p> <p>“We Wear the Mask”; “I, Too”; and “Ego Tripping”</p>	<p>Hangman: lecture</p>	<p>Sentence Correction</p>
<p>Work Session</p> <ul style="list-style-type: none"> <u>Gradual Release</u> w/ I Do & We Do <p><u>Instructional Strategies</u></p>	<p>(I do) Lesson on persuasive writing and argumentative writing</p> <p>https://www.youtube.com/watch?v=3kIMM9BkW5o</p> <p>(They do) Write letters to Ruby Bridges Foundation</p>	<p>(I do) Review transitional words and phrases</p> <p>https://www.youtube.com/watch?v=aTmCWLIA0K8</p> <p>(We do) Discuss video and write sample sentences together</p> <p>(They do in pairs) Start draft for argumentative essay.</p> <p>Should schools remain segregated according to race?</p>	<p>(We do) Read and discuss (part 1) “Brown versus Board of Education”</p> <p>https://www.archives.gov/milestone-documents/brown-v-board-of-education</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -unanimous -precedent -segregation -integration -constitutional -imposed <p>(They do.) Comprehension Quiz</p>	<p>(I do.) Review page 243 on Craft and Structure</p> <p>(We do.) Read and discuss (part 2) of “Brown versus Board of Education”</p> <p>https://www.archives.gov/milestone-documents/brown-v-board-of-education</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -amendment -fairness vs equality -minor -plaintiff -defendant -compulsory 	<p>(I do.)</p> <p>(We do.) Read and discuss (part 3) of “Brown versus Board of Education”</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -culture vs race -sanction -inferiority -psychology -deprive disposition <p>(They do) Comprehension quiz</p> <p>Debate arguments</p>

		<p>Do Black children belong in white schools and vice versa?</p> <p>Answer the essential questions on page 134 in your textbook as it relates to race and/or ethnic identity</p>	<p>In pairs, continue argumentative essay</p> <p>Cite evidence from document.</p>	<p>rudimentary (They do.)</p> <p>Comprehension quiz</p> <p>Finish argumentative essay.</p>	
Closing	<p>3-2-1</p> <p>3 -appeals</p> <p>2- transitional words or phrases</p> <p>1 – way to engage the reader</p>	<p>Venn Diagram</p> <p>Compare/Contrast you and Ruby Bridges</p>	<p>Write an academic reflection of what you have learned about today.</p>	<p>Q/A</p> <p>What is a lecture?</p>	<p>Exit Ticket</p> <p>Academic self-assessment and reflecton.</p>
Independent Practice /HW	<p>(They do.)</p> <p>Homework focus: verbs</p> <p>-subject/verb agreement (Brainpop)</p> <p>-letters</p>	<p>(They do.)</p> <p>Homework: verb activity</p> <p>.</p>	<p>(They do.) Homework: transitive and intransitive verbs</p>	<p>(They do.)</p> <p>Homework: Verb tense</p>	<p>(They do.)</p> <p>Homework: past perfect and irregular participles</p>

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Additional Standards:

ELAGSE 9-10L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE 9-10L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE 9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.