



Coretta Scott King Young Women's Leadership Academy
 2024-2025 Lesson Plans for 10th Grade (**World Literature**)

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.

Special Notes: Unit 3

Teacher Name	Corendis Hardy	Subject/ Grade	10 th World Literature and Composition	Date range:	February 3 – 14, 2025
	Feb. 3 - 4	Feb. 5 - 6	Feb. 7 & 10	Feb. 11 - 12	Feb. 13 - 14
Standards Academic Focus: Persuasive appeals - 279 Noun phrase – p. 281 Charged language – p 289 Restatement – p. 289 Rhetorical devices (repetition, parallelism, antithesis, allusion, anecdote, proverb, example) – pp. 291 and 316 Comparison and contrast – p. 292 Informative essay	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, including determining where the text leaves matters uncertain. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI2: 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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI3: 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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)

<p>structure: pp. 292 - 293, 300, 301</p> <p>Media Vocabulary (tone, inflection, gesture, enunciation, lead-in, close-up shot, slant) – pp. 294 and 318</p> <p>Adverbial phrase – p. 317</p> <p>Figurative language (simile, metaphor, personification...) pp. 333 and 342</p> <p>Imagery – p. 334</p> <p>Context clues – p. 336</p> <p>Satire – p. 341</p> <p>Infographic – p. 349</p> <p>Writing Focus: Informational Text</p>	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content .</p>	<p>informative/explanato ry texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ELAGSE9-10W2:</p> <p>Write informative/explanat ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>
<p>Learning Target</p> <p>By the end of the unit, each student will be able to say,</p>	<p>Reading</p> <p>“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, including determining where the text leaves matters uncertain.</p>	<p>Reading</p> <p>“I can 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.</p>	<p>Reading</p> <p>“I can determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or</p>	<p>Reading</p> <p>“I can 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.</p>	<p>Reading</p> <p>“I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g.,</p>

	<p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>beauty of the text.</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>how Madison defines faction in Federalist No. 10).</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”.</p>
Differentiated Instruction	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>
Lesson Structure					
Opening (more	Opening:	Opening:	Opening:	Opening:	Opening:

<p>ideas)</p> <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	<p>1.Black History Month Trivia 2.Journal: Read the following quote by Malcolm X: “You can’t separate peace from freedom because no one can have his peace without freedom.” Write one or two paragraphs explaining your position on the extent to which Malcolm X’s claim about freedom is valid.</p> <p>(Write only three paragraphs</p>	<p>1.Black History Month Trivia 2.Mini Spelling/Vocab Bee (Hotbox) 3. Unscramble (propaganda)</p>	<p>1.Black History Month Trivia 2.Sentence Correction</p>	<p>1.Black History Month Trivia 2. KWL about Malala Yousafzai</p>	<p>1: Each student will research and share a quote about women and human and civil rights. Ted Talk (Women’s Rights and Respect) 2. Black History Month Trivia</p>
<p>Work Session</p> <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	<p>(I do) Introduce rhetorical situation for analysis of FDR’s speech, The Four Freedoms”</p> <p>(We do) Review terms (rhetorical devices for speech) (They do.) In pairs, read and discuss speech</p>	<p>(I do) Review key points and rhetorical situation of FDR’s speech. Complete lesson on propaganda, including video.</p> <p>(They do) Kahoot on FDR’s speech (I do.) Teach about media vocabulary</p>	<p>(I do) Review Lesson on media vocabulary (They do.) Kahoot on Media Vocabulary</p> <p>(I do.) Introduction of Kennedy’s Inaugural Address (prereading activities), including rhetorical situation</p> <p>(We do) Analyze and discuss “Inaugural Address” (pp. 283 –</p>	<p>I do. Introduce speaker (Yousafzai) and rhetorical situation for her speech</p> <p>(We do) Watch interview with Dianne Sawyer</p> <p>(They do) 2. Based on research, complete a bio poem on Malala Yousafzai</p>	<p>(I do.) Review rubric for oral presentations.</p> <p>(We do) Read and discuss speech at the UN by Malala Yousefzai</p> <p>(They do) Comprehension questions Re-write an excerpt from the speech</p>

			286) (They do.) Kahoot on Kennedy's speech.	(We do) Analyze and discuss Yousafzai's UN speech.	
Closing	Completion: The main message of FDR's speech of the essay was _____. He gave ____ the following examples as an example of evidence to support his claim. He used _____ (rhetorical devices) to _____ (persuade, inform, and/or educate/enlighten) the audience. For example, President Roosevelt said _____ (cite from speech)...	411: Give a summary of what you learned about media vocabulary	Letter: Write a two-paragraph letter explaining what part of Kennedy's speech is most memorable to you. Cite from the passage in your response.	Dramatic Interpretation: Allow a few students to use charged language to interpret Yousafzai's speech.	Top 10 List: What are the most important takeaways from Yousafzai's speech?
Independent Practice /HW	(They do) Finish sentence completion if necessary (They do.) Watch	(They do.) Watch videos on noun and verb phrases. Complete Quizzizz.	(They do) Watch video on adverbial phrase – p. 317 https://www.youtube.com/watch?v=317	(They do) Watch video on comparison and contrast. Take quiz. (Kahoot)	They do. Letter to Malala Yusefzai

	<p>video on satire. Take assessment.</p> <p>https://www.youtube.com/watch?v=io58hl1ZOTY (Satire)</p>	<p>https://www.youtube.com/watch?v=B2r4QUjiyhE&t=260s (Noun phrases)</p> <p>https://www.youtube.com/watch?v=OLxhEcNg2pQ (verb phrases)</p> <p>https://www.youtube.com/watch?v=nUBnQ6Oulig (verbs)</p>	<p>https://www.youtube.com/watch?v=1anOZjR0zek (adverbial phrases)</p>	<p>https://www.youtube.com/watch?v=QVyOeD2xg94 (compare and contrast)</p>	
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Additional Standards:

ELAGSE9-10L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE9-10L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE9-10L3: 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.