



Coretta Scott King Young Women's Leadership Academy

*Lit IV 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:	December 1 - 5
	Monday, Dec. 1 (B-Day)	Tuesday, Dec. 2 (A-Day)	Wednesday, Dec. 3 (B-Day)	Thursday, Dec. 4 (A-day)	Friday, Dec. 5 (B-Day)
Standards	Senior Field Trip	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	MAP TESTING 12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	Unit 4 Assessment in HMH	Unit 4 Assessment in HMH
Learning Target		Students have met the learning target when they can... analyze and evaluate how Mary Shelley structures her novel, <i>Frankenstein</i> to shape her message	Students have met the learning target when they can... analyze and evaluate how Langdon Winner organizes his essay. "Frankenstein: Giving Voice to the		

		and influence readers' understanding.	Monster” to support his claims about how the Mary Shelley’s novel, <i>Frankenstein</i> connects to what is happening in the world of technology today.		
Success Criteria		Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Frankenstein</i>	Students have met the success criteria when they can... use the structure and content of exemplar essays to create their own original ones to effectively share their viewpoints		
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		
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.		Word du Jour: jargon (technical terms) (In the vocabulary section of your notebook, include the following: purpose/function,	Word du Jour: jargon (technical terms) (In the vocabulary section of your notebook, include the following: purpose/function,		

		effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)	effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)		
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.		(I do.) Review lesson on formal vs informal essays (p. 561) (We do.) Discuss the elements of the essay, "Frankenstein: Giving Voice to the Monster" by Langdon Winner (They do.) In small groups, complete their story posters for <i>Frankenstein</i> which include visual depictions and explanations for <ol style="list-style-type: none"> 1. Characters 2. Setting 3. Plot 4. Conflict 5. Theme 	(I do.) Review lesson on formal vs informal essays (p. 561) (We do.) Discuss the elements of the essay, "Frankenstein: Giving Voice to the Monster" by Langdon Winner (They do.) In small groups, complete their story posters for <i>Frankenstein</i> which include visual depictions and explanations for <ol style="list-style-type: none"> 6. Characters 7. Setting 8. Plot 9. Conflict 10. Theme 		
Self-Reflect (Closing) Closing (more ideas) 10 min.		Summarize Write a paragraph about jargon and how it is used.	Summarize Write a paragraph about jargon and how it is used.		

Homework		Conduct research about AI and its development and uses	Conduct research about AI and its development and uses	Essay assignment on page 569	Essay assignment on page 569

*Last week's lesson plans were amended.