



## Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plans for World Literature (10<sup>th</sup> Grade)

\*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.

Students will be testing from September 30, 2024 to October 11, 2024.

Fall Break: October 14 – 18, 2024

Teacher Name	Corendis Hardy	Subject/ Grade	<b>World Lit.</b>	Date range:	October 21 – November 1, 2024
Unit 2	Oct. 21 - 22	Oct. 23 – 24	October 25 & 28	Oct. 29 - 30	Oct. 31 – Nov. 1
<p><a href="#">Standards</a></p> <p>Anchor Texts:</p> <p>“Isn’t Everyone a Little Bit Weird?” (pp 130 – 131)</p> <p>“The Metamorphosis” by Franz Kafka ( pp 137 – 179)</p> <p>Model Argumentative Essay: “Selfies and You: Superficial Image Culture Is Hurtful for Teens” (p. R10)</p> <p>Model Argumentative Essay: “Revenge of</p>	<p><b>ELAGSE9-10RI8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>ELAGSE9-10RI1:</b> 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><b>ELAGSE9-10RI8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>ELAGSE9-10RI1:</b> 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><b>ELAGSE9-10RI2:</b> 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><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>ELAGSE9-10RI3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between</p> <p><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>ELAGSE9-10RI5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

<p>the Geeks” by Alexandra Robbins (pp 225 227) Model Argumentative Essay: “Community Service Should Be a Requirement for High School Graduation</p>	<p><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			
<p>Reading Learning Target (s):</p>	<p>Using the model argumentative essay, “Isn’t Everyone a Little Bit Weird?”, I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p>	<p>Using the model argumentative essay, “The Revenge of the Nerds” (pp. 225 - 227), I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p>	<p>Using “Revenge of the Nerds”, 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>Using model argumentative essay, “Selfies and You: Superficial Image Culture Is Hurtful for Teens”, I can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between</p>	<p>Using model argumentative essay, “Community Service Should Be a Requirement for High School Graduation”, I can analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
<p>Writing Learning Target (s):</p>	<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.organization , and analysis of</p>	<p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

			content.	audience.	audience.
<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</a> <ul style="list-style-type: none"> <li>Bell Ringer/ Engage/ Warm-Up</li> </ul>	Unscramble activity (Argumentative) (I do.) Introduction to the elements of argumentative writing (p. 190)	Hangman: <span style="background-color: black; color: black;">XXXXXXXXXX</span> (I do.) Review sentence correction from homework.  <b>(I do.) Review of the elements of argumentative writing.</b> (I do.) Review “craft and structure” of argumentative writing (page 229)	Journal # 11(Reflect. Think. Share.) Directions: Answer the following question. Give examples of evidence to support your position. “Is difference a weakness? Is sameness a strength?”  Hangman: <span style="background-color: black; color: black;">XXXX</span>	Hangman: <span style="background-color: black; color: black;">XXXXXXXXXX</span> (p. 244)  (I do.) Lesson on understanding unfamiliar words when reading difficult passages (pp. 224 & 232)	Hotbox (Parts of speech)  (I do) Lesson on rhetorical devices for argumentative essays: pathos, ethos, logos, anecdote, allusion, and idiom.
Work Session <ul style="list-style-type: none"> <li><a href="#">Gradual Release</a> w/ I Do &amp; We Do</li> <li><a href="#">5E: Explore,</a></li> </ul>	(We do.) Whole class reads, analyzes, and discusses model argumentative essay: “Isn’t Everyone a	(We do.) Whole class reads, analyzes, and discusses model argumentative essay: “Revenge of the	I do a lesson on parallel structure (page 230.) I do a lesson about the organization of	(We do.) Whole class reads, analyzes, and evaluates model argumentative essay: “Selfies and You:	(We do.) Whole class reads, analyzes, and discusses model argumentative essay: “Community Service

<a href="#">Explain, Elaborate</a>	<p>Little Bit Weird?" (pp 130 – 131) (They do.)</p> <p>In pairs, students identify the claim, two sources of evidence, counterclaim with evidence, 4 adverbs, 10 verbs, 4 adjectives, 4 prepositional phrases</p>	<p>Nerds" (pp 225 – 227) (They do.)</p> <p>In pairs, discuss and answer the questions on page 229. Each pair will submit a single sheet with the answers.</p>	<p>5-paragraph, argumentative essay.</p> <p>(We do.) Complete activity at the bottom of page 230.</p> <p>(They do.) Write a paragraph about "Revenge of the Nerds". Include at least one example of parallel structure.</p>	<p>Superficial Image Culture Is Hurtful for Teens" (R. 10)</p> <p>(They do) As an individual or pair, students engage in Writers' Workshop (pp. 190 – 194)</p>	<p>Should Be a Requirement for High School Graduation" (Handout)</p> <p>(They do) As an individual or pair, students reconstruct the first and final paragraph of the essay.</p>
<a href="#">Closing</a>	<p>Evaluate if the author of the essay used valid reasoning and evidence. Was it relevant and sufficient? Was it credible or not? Explain your answer.</p>	<p>3-2-1</p> <p>3 key details from the argumentative essay</p> <p>2 new words you learned</p> <p>1 adjective</p>	<p>What was the author's claim in "Revenge of the Nerds"?</p>	<p>Instructional Reflection:</p> <p>What new literary terms have you learned in this unit?</p>	<p>How do you think you're doing?</p> <p>Green: Good</p> <p>Yellow: I am okay.</p> <p>Red: Not so good</p> <p>Explain your answer. Self-assess and give yourself a numerical grade for your participation.</p>
Independent Practice /HW	<p>Sentence correction.</p>	<p>Sentence correction</p> <p>Brainstorm ideas for argumentative essay: "Is the experience of being an outsider universal?"</p>	<p>Start draft of argumentative essay.</p>	<p>Continue draft of argumentative essay</p>	<p>Final draft of argumentative essay.</p>