



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:	<b>February 2 – 6, 2026</b>
	<b>Monday, February 2 B-Day</b>	<b>Tuesday, Feb. 3 A-Day</b>	<b>Wednesday, Feb. 4. B-day</b>	<b>Thursday, Feb. 5 A-day</b>	<b>Friday, Feb. 6 B-day</b>
Standards	<p><b>12.T.RA *IV. BIG IDEA: Research &amp; Analysis*</b>            Use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><b>12.P.CP.1.d</b>            Work with others to discuss topics, investigate questions, solve problems, and</p>	<p><b>12.T.RA *IV. BIG IDEA: Research &amp; Analysis*</b>            Use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><b>12.P.CP.1.d</b>            Work with others to discuss topics, investigate questions, solve problems, and explore and create</p>	<p><b>12.T.RA *IV. BIG IDEA: Research &amp; Analysis*</b>            Use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><b>12.P.CP.1.d</b>            Work with others to discuss topics, investigate questions, solve problems, and</p>	<p><b>12.T.RA *IV. BIG IDEA: Research &amp; Analysis*</b>            Use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><b>12.P.CP.1.d</b>            Work with others to discuss topics, investigate questions, solve problems, and</p>	<p><b>12.T.RA *IV. BIG IDEA: Research &amp; Analysis*</b>            Use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><b>12.P.CP.1.d</b>            Work with others to discuss topics, investigate questions, solve problems, and</p>

	explore and create texts. <b>12.P.CP.2:</b> Use presentation skills to tailor communication to target audiences for specific purposes	texts. <b>12.P.CP.2:</b> Use presentation skills to tailor communication to target audiences for specific purposes	explore and create texts. <b>12.P.CP.2:</b> Use presentation skills to tailor communication to target audiences for specific purposes	explore and create texts. <b>12.P.CP.2:</b> Use presentation skills to tailor communication to target audiences for specific purposes	explore and create texts. <b>12.P.CP.2:</b> Use presentation skills to tailor communication to target audiences for specific purposes
Learning Target	Students have met the learning target when they can... integrate research and technical skills to create a documentary	Students have met the learning target when they can... integrate research and technical skills to create a documentary	Students have met the learning target when they can... integrate research and technical skills to create a documentary	Students have met the learning target when they can... integrate research and technical skills to create a documentary	Students have met the learning target when they can... integrate research and technical skills to create a documentary
Success Criteria	Students have met the success-criteria when they can create and present a documentary.	Students have met the success-criteria when they can create and present a documentary.	Students have met the success-criteria when they can create and present a documentary.	Students have met the success-criteria when they can create and present a documentary.	Students have met the success criteria when they can explain the implications and limitations of documentaries
<a href="#">Differentiated Instruction</a>	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					

<p><b>Engage</b> (Opening) <a href="#">BellRinger/Warm-Up/Sponge (more ideas)</a> <a href="#">Opening (more ideas)</a> <b>15 min.</b></p>	<p><b>Q/A</b> How do you determine if a source is reliable or credible?</p>	<p><b>Q/A</b> How do you determine if a source is reliable or credible?</p>	<p><b>Black History Month Trivia:</b> Who was the first African American to win an Oscar for a documentary? Answer: Roger Ross Williams for Best Documentary Short Subject for <i>Music by Prudence</i> at the 82nd Academy Awards in 2010.</p>	<p><b>Black History Month Trivia:</b> Who was the first African American to win an Oscar for a documentary? Answer: Roger Ross Williams for Best Documentary Short Subject for <i>Music by Prudence</i> at the 82nd Academy Awards in 2010.</p>	<p><b>Black History Month Trivia:</b> A) What documentary won the 2016 Oscar for Best Documentary Feature? B) Who was the African American director? Answer A: OJ: <i>Made in America</i> Answer B: Ezra Edelman</p>
<p><b>Explicit Instruction and Apply &amp; Assess</b> (Work Session) Gradual Release <a href="#">Instructional Strategies</a> <b>63 min.</b></p>	<p><b>(I do.)</b> Review of how to determine credibility of sources using the CRAAP method for evaluating resources and misinformation <a href="https://guides.lib.uchicago.edu/c.php?g=1241077&amp;p=9082343">https://guides.lib.uchicago.edu/c.php?g=1241077&amp;p=9082343</a></p>	<p><b>(I do.)</b> Review of how to determine credibility of sources using the CRAAP method for evaluating resources and misinformation <a href="https://guides.lib.uchicago.edu/c.php?g=1241077&amp;p=9082343">https://guides.lib.uchicago.edu/c.php?g=1241077&amp;p=9082343</a></p>	<p><b>(I do.)</b> Lead lesson on citing electronic resources using MLA <a href="https://www.youtube.com/watch?v=eP87wRlnoal">https://www.youtube.com/watch?v=eP87wRlnoal</a> <b>(They do.)</b> Students work on documentaries on the following topics: (Choice Board)</p>	<p><b>(I do.)</b> Lead lesson on citing electronic resources using MLA <a href="https://www.youtube.com/watch?v=eP87wRlnoal">https://www.youtube.com/watch?v=eP87wRlnoal</a> <b>(They do.)</b> (Choice Board) <b>A:</b> Comparisons of the History of Child</p>	<p><b>(I do.)</b> Checkpoint for documentaries. <b>(We do.)</b> Q/A about documentaries <b>(They do.)</b> Finish documentaries.</p>

	<p><b>(They do.)</b> Students work on their documentaries. (Choice Board)</p> <p><b>A:</b> Comparisons of the History of Child Labor in England vs the United States</p> <p><b>B:</b> Female Circumcision</p> <p><b>C:</b> Medical Malpractice in the Black Community</p> <p>Pair 4: Food Deserts in the Black Community</p> <p><b>D:</b> The History of the Civil Rights Movement</p> <p><b>E:</b> Abortion Rights</p> <p><b>F:</b> What Factors Contribute to Mental Health Problems</p> <p><b>G:</b> What Factors Contribute to Poverty in the Black Community</p> <p><b>H:</b> School to Prison Pipeline</p> <p><b>I:</b> Alcoholism and the Black Community</p> <p><b>J:</b> The Pros and Cons of AI Usage in Schools</p> <p><b>L:</b> The Importance of Educating Girls</p>	<p><b>(They do.)</b> Students work on their documentaries. (Choice Board)</p> <p><b>A:</b> Comparisons of the History of Child Labor in England vs the United States</p> <p><b>B:</b> Female Circumcision</p> <p><b>C:</b> Medical Malpractice in the Black Community</p> <p>Pair 4: Food Deserts in the Black Community</p> <p><b>D:</b> The History of the Civil Rights Movement</p> <p><b>E:</b> Abortion Rights</p> <p><b>F:</b> What Factors Contribute to Mental Health Problems</p> <p><b>G:</b> What Factors Contribute to Poverty in the Black Community</p> <p><b>H:</b> School to Prison Pipeline</p> <p><b>I:</b> Alcoholism and the Black Community</p> <p><b>J:</b> The Pros and Cons of AI Usage in Schools</p>	<p><b>A:</b> Comparisons of the History of Child Labor in England vs the United States</p> <p><b>B:</b> Female Circumcision</p> <p><b>C:</b> Medical Malpractice in the Black Community</p> <p>Pair 4: Food Deserts in the Black Community</p> <p><b>D:</b> The History of the Civil Rights Movement</p> <p><b>E:</b> Abortion Rights</p> <p><b>F:</b> What Factors Contribute to Mental Health Problems</p> <p><b>G:</b> What Factors Contribute to Poverty in the Black Community</p> <p><b>H:</b> School to Prison Pipeline</p> <p><b>I:</b> Alcoholism and the Black Community</p> <p><b>J:</b> The Pros and Cons of AI Usage in Schools</p> <p><b>L:</b> The Importance of Educating Girls</p>	<p>Labor in England vs the United States</p> <p><b>B:</b> Female Circumcision</p> <p><b>C:</b> Medical Malpractice in the Black Community</p> <p>Pair 4: Food Deserts in the Black Community</p> <p><b>D:</b> The History of the Civil Rights Movement</p> <p><b>E:</b> Abortion Rights</p> <p><b>F:</b> What Factors Contribute to Mental Health Problems</p> <p><b>G:</b> What Factors Contribute to Poverty in the Black Community</p> <p><b>H:</b> School to Prison Pipeline</p> <p><b>I:</b> Alcoholism and the Black Community</p> <p><b>J:</b> The Pros and Cons of AI Usage in Schools</p> <p><b>L:</b> The Importance of Educating Girls</p>	
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<b>Self-Reflect</b> (Closing) <a href="#">Closing (more ideas)</a> <b>10 min.</b>	<b>411:</b> Write two sentences explaining what you have learned from your research for your documentary	<b>411:</b> Write two sentences explaining what you have learned from your research for your documentary	<b>411:</b> Write two sentences explaining what you have learned from your research for your documentary	<b>411:</b> Write two sentences explaining what you have learned from your research for your documentary	<b>411:</b> Write two sentences explaining what you have learned from your research for your documentary
<b>Homework</b>	Work on documentaries	Work on documentaries	Prepare for documentary presentations	Prepare for documentary presentations	

\*Last week's lesson plans were amended.