



## Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11<sup>th</sup> Grade (**American Literature** and **AP Language and Comprehension**)

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   | 11 <sup>th</sup> American Literature and Composition   | Date range:   | November 11 – 22, 2024   |
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|   | November 11 – 12  | November 13 - 14   | Nov. 15 & 18   | Nov. 19 - 20  | Nov. 21 - 22   |
| Standards<br>Academic Focus<br>Writing Exemplar Essays<br>Reading Informational Text<br>Rhetorical Strategies<br>Diction<br>Imagery | <p><b>ELAGSE11-12RI1:</b><br/>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><b>ELAGSE11-12RI7:</b><br/>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as</p> | <p><b>ELAGSE11-12RI2:</b><br/>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><b>ELAGSE11-12RI7:</b><br/>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well</p> | <p><b>ELAGSE11-12RL5:</b><br/>Analyze how an author's choices concerning how to 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.</p> <p><b>Gifted Standards</b><br/>Advanced<br/>Communication Skills (ACS)<br/>Higher Order Thinking Skills (HOTS)</p> | <p><b>ELAGSE11-12L2</b><br/>Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>Gifted Standards</b><br/>Advanced<br/>Communication Skills (ACS)<br/>Higher Order Thinking Skills (HOTS)<br/><b>ELAGSE11-12RL6:</b></p> | <p><b>ELAGSE11-12RL5:</b><br/><b>Analyze how an author's choices concerning how to 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.</b></p> <p><b>Gifted Standards</b><br/>Advanced</p> |

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|  | <p>well as in words in order to address a question or solve a problem</p> <p><b>Gifted Standards</b><br/>Advanced Communication Skills (ACS)<br/>Higher Order Thinking Skills (HOTS)<br/>ELAGSE11-12W2 (a-f): 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>as in words in order to address a question or solve a problem</p> <p><b>Gifted Standards</b><br/>Advanced Communication Skills (ACS)<br/>Higher Order Thinking Skills (HOTS)<br/>ELAGSE11-12W2 (a-f): 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>(HOTS)<br/><b>Gifted Standards</b><br/>Advanced Communication Skills (ACS)<br/>Creativity (CRT)<br/>ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Gifted Standards</b><br/>Advanced Communication Skills (ACS)<br/>Creativity (CRT)</p> <p>ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p><b>Communication Skills (ACS)</b><br/>Higher Order Thinking Skills (HOTS)<br/>ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Gifted Standards</b><br/>Advanced Communication Skills (ACS)<br/>Creativity (CRT)<br/>ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> |
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| <p>Learning Target</p> | <p><b>Informational Reading</b><br/>Each student will be able to say, “I can employ <b>informative/explanatory text</b> to 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><b>Speaking/Listening</b><br/>Each student will be able to say, “Based on an analysis of <b>informative text</b>, I can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of</p> | <p><b>Listening/Evaluating</b><br/>After listening to her peers’ speeches, each student will be able to say, “I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Writing</b><br/>After the students debate, each student will be able to say, “I can write a rhetorical analysis of the devices used during the activity</p> | <p><b>Reading</b><br/>Each student will be able to say, “Using narrative text, I can analyze how an author’s choices concerning how to 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</p> <p><b>Writing</b><br/>Each student will be able to say, “I can cite time-related details to support a rhetorical analysis of Booker T. Washington’s, Up From Slavery.</p> | <p><b>Reading</b><br/>Each student will be able to say, “Using narrative text, I can analyze how an author’s choices concerning how to 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</p> <p><b>Writing</b><br/>Each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p><b>Reading</b><br/>Each student will be able to say, “Using narrative text, I can analyze how an author’s choices concerning how to 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</p> <p><b>Writing</b><br/>Each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> |
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|  | reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks |  |  |  |  |
| <a href="#">Differentiated Instruction</a>                             | *Graphic organizers<br>*Collaborative Small Groups<br>*Multi-modal resources<br>*Choice Board of assignments<br>*Writing strategies (CHORES, SOAPStone, MEAL, ...)                                    | *Graphic organizers<br>*Collaborative Small Groups<br>*Multi-modal resources<br>*Choice Board of assignments<br>*Writing strategies (CHORES, SOAPStone, MEAL, ...) | *Graphic organizers<br>*Collaborative Small Groups<br>*Multi-modal resources<br>*Choice Board of assignments<br>*Writing strategies (CHORES, SOAPStone, MEAL, ...) | *Graphic organizers<br>*Collaborative Small Groups<br>*Multi-modal resources<br>*Choice Board of assignments<br>*Writing strategies (CHORES, SOAPStone, MEAL, ...) | *Graphic organizers<br>*Collaborative Small Groups<br>*Multi-modal resources<br>*Choice Board of assignments<br>*Writing strategies (CHORES, SOAPStone, MEAL, ...) |
| Lesson Structure   |   |  |  |  |  |
| <a href="#">Opening (more ideas)</a><br>• Bell Ringer/ Engage/ Warm-Up | Quick Read  | Quick Read   | Unscramble: narrative  | Kahoot on <i>Up From Slavery</i>   | Quick read: "Fish Cheeks" by Amy Tan   |
|  | (I do) Review expectations for  | (I do) Make sure students understand   | (We do) Read and discuss <i>Up From</i>  | (I do.) Mini-lesson on narrative writing<br>(We do.)   | (I do.) Review of key elements of narrative writing:   |

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| <p>Work Session</p> <ul style="list-style-type: none"> <li>• <a href="#">Gradual Release</a> w/ I Do &amp; We Do <a href="#">Instructional Strategies</a></li> </ul> | <p>doing oral presentations. Lesson on the following rhetorical devices: alliteration, allusion, and anaphora</p> <p>(We do) Create original examples of the rhetorical devices<br/>(They do.) Speeches explaining why their candidate should win the election.</p> | <p>expectations for oral presentations/speeches<br/>(They do.) Students finish giving their speeches to their peers.</p>  | <p><i>Slavery</i> by Booker T. Washington (pp 142 – 143)<br/>(I do) Review key elements of argumentative speaking and writing<br/>(They do) Conduct debate</p>  | <p>Watch and discuss video<br/>(They do.)<br/>Quiz on narrative writing<br/>-(Pairs) Start draft of narrative essay<br/><br/>Choice Board</p>   | <p>(We do) Read and discuss <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (pp 93 – 96)<br/><br/>(They do.) Finish draft of narrative essay</p>                                 |
| <p>Closing</p>   | <p>3-2-1<br/>3 -rhetorical devices<br/>2- transitional words and phrases<br/>1 – idiom that would apply to general situations</p>   | <p>Write an academic reflection of what you have learned about rhetorical devices</p>   | <p>Q/A<br/>Who was Booker T. Washington?</p>  | <p>Q/A<br/>What are important elements of narrative writing?</p>  | <p>Summary of what you learned about narrative writing.</p>  |
| <p>Independent Practice /HW</p>  | <p>(They do.) Homework: independent study and concept maps verbs<br/><b>AP</b><br/>Opening: (We do.) Watch and discuss video from<br/>Work Session: Same as above<br/>Homework</p>  | <p>(They do.) Homework: Conduct independent study three appeals<br/><b>AP</b><br/>Opening: (We do.) Watch and discuss video from AP Central<br/>Kahoot on excerpt from <i>Up from Slavery</i><br/>(I do) Review</p> | <p>(They do.) Homework: Conduct independent study and concept maps for primary and secondary sources<br/><b>AP</b><br/>(We do) Watch and discuss video from AP Classroom.<br/>(They do) Kahoot on</p> | <p>(They do.) Homework: Conduct independent study and concept map on dialogue and point of view<br/><b>AP</b><br/>(We do.) Watch and discuss video from AP Central<br/><br/>(They do) Self-</p> | <p>(They do.) Homework: Continue a short story<br/><b>AP</b><br/>(Opening): Kahoot on Walden<br/>(We do.) Watch and discuss video from AP Central<br/><br/>(They do) Self-assessment Reading</p> |

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|  | <p>Analyze and discuss excerpt from <i>Up from Slavery</i> by Booker T. Washington<br/>(They do) Write short rhetorical analysis of excerpt.</p> <p><b>HW:</b> AP Central video and quiz</p> | <p>requirements for synthesis essay<br/>(They do) -Reading Drill 5. -Check correct answers and explanations.<br/><b>HW</b><br/>Videos on understanding graphs</p> | <p>graphs<br/>(I do) Lesson on rhetorical devices used in "Self-reliance" by Emerson<br/>(They do) Read and evaluate excerpt from "Self-reliance" by Ralph Waldo Emerson (pp. 207 – 208)<br/>Write short rhetorical analysis</p> | <p>assessment from practice book<br/>(I do) Lesson on rhetorical devices used in "Walden" by Henry David Thoreau<br/>(We do)<br/>Evaluate and discuss Thoreau's rhetorical strategies<br/>(They do) AP Write rhetorical analysis of "Walden" by Thoreau</p> | <p>Drill and academic reflection. (20 minutes)</p> <p>Writing Drill (40 minutes)<br/>Argumentative Essay Prompt<br/>Henry David Thoreau (1817 – 1862) was an essayist, naturalist, and philosopher. In <i>Walden</i>, his most famous book, he reflects on simple living in natural surroundings. His critically acclaimed essay, "Civil Disobedience" (originally published as "Resistance to Civil Government"), is an argument in favor of citizen disobedience against an unjust state. Read one of his famous quotes:<br/>"Disobedience is the true foundation of liberty. The obedient must be slaves." – Henry David Thoreau<br/>Write an essay that argues your position on the extent to</p> |
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|  |  |  |  |  | which Thoreau's claim is valid. Use appropriate examples from history, your reading, experiences, or observations to support your argument. |
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**Additional Standards:**

**ELAGSE11-12L1(b):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELAGSE11-12L2 (a-c):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**ELAGSE11-12L3:** 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.