## Week of: May 4-8

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Objective/Learning Intention:**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can identify the challenges facing human rights in Afghanistan and in the novel The Kite Runner**Agenda:*** **Warm Up: Silent Reading (10 min)**
* Human Rights Discussion
* What are human rights?
* Who has human rights?
* Who is responsible for bringing about solutions to human rights issues?
* Read articles and answer questions in groups.
* Share findings.
* Connect findings to The Kite Runner
* **Exit:** Silent Reading

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Human Rights Activity**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:**Article Links:<http://www.hrw.org/world-report/2015/country-chapters/afghanistan?page=1> <https://www.amnestyusa.org/sites/default/files/kiterunnerhigh_0.pdf> (page 28)<http://www.un.org/en/documents/udhr/>  | **Objective/Learning Intention:**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can think critically about the differences and similarities between the film and the novel The Kite Runner.**Agenda:*** **Warm Up: Silent Reading (10 min)**
* Film viewing (30 min)
* Comparison Worksheet (10 min)
* **Exit:** Silent Reading

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Film vs. Novel Comparison**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:** | **Objective/Learning Intention:**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can produce Historical Fiction short stories.**Agenda:*** **Warm Up: Audiobook (20 min)**
* Complete (both) outlines (25 min)
* Break (5 min)
* Begin writing short stories (25 min)
* Partner share with feedback(15 min)
* Continue writing short stories (20 min)
* **Exit:** Progress Check-In

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Historical Fiction Writing**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:** | **Objective/Learning Intention:**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can produce Historical Fiction short stories.**Agenda:*** **Warm Up: Audiobook (20 min)**
* Complete (both) outlines (25 min)
* Break (5 min)
* Begin writing short stories (25 min)
* Partner share with feedback(15 min)
* Continue writing short stories (20 min)
* **Exit:** Progress Check-In

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Historical Fiction Writing**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:** | **Objective/Learning Intention:**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can discuss the theme of redemption in the novel The Kite Runner.**Agenda:*** **Warm Up: Silent Reading (10 min)**
* Redemption Discussion
* What is redemption?
* Does everyone deserve a chance at it?
* Are some acts so vile that they cannot be redeemed?
* Read articles and answer questions in groups.
* Share findings.
* **Exit:** Silent Reading

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Role of Redemption Activity**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:**Article Links:<http://opinionator.blogs.nytimes.com/2011/11/08/on-war-and-redemption/> <http://www.nytimes.com/1992/09/03/us/a-jail-garden-s-harvest-hope-and-redemption.html> <http://www.nytimes.com/2004/06/06/nyregion/education-a-bachelor-s-in-redemption.html>  |

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| English 10-Reading | English 10-Writing |
| **R10.1 Read Closely** * Read closely to determine explicit meanings and to infer implicit meanings in complex texts

**R10.2 Theme*** Analyze how a theme is advanced through elements of literature

**R10.3 Analyze Diction*** Analyze the impact of specific word choices on meaning and tone, including connotative meanings

**R10.4 Author’s Reliability/Bias*** Determine the reliability of the author and identify author’s bias

**R10.5 Effect of Purpose/Audience*** Evaluate the effect of purpose and audience on a text

**R10.6 Compare Texts*** Compare and contrast multiple texts

**R10.7 Evaluate Sources** * Evaluate the credibility and validity of sources

**R10.8 Figurative Language*** Understand the use of figurative language in a text

**R10.9 State/Evaluate Argument/Claims*** Articulate and evaluate the argument and specific claims in a text
 | **W10.1 Compare Texts*** Compare and contrast multiple texts

**W10.2 Voice*** Demonstrate consistent use of authorial voice

**W10.3 Argument: Claims/Counterclaims*** Write arguments to support claims and refute counterclaims while using valid reasoning and relevant evidence

**W10.4 Informative Essay*** Create an organized informative/explanatory essay

**W10.5 Sentence Variation/Transitions*** Produce writing which utilizes varied sentence structure and transitions

**W10.6 Citation*** Apply academic conventions of citation and format

**W10.7 Analysis/Evidence*** Construct an analysis of a literary text while utilizing textual evidence

**W10.8 Credible Sources*** Employ credible sources in research
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