## 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 |