

J. L. Mann High School Weekly Lesson Plans 2022-2023

Teacher's Name: Mrs. Bradley-Allen

Course: H. & CP ENG I

Dates: Tuesday, September 2, 2025 -Friday, September 5, 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
<p>ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or enhance style. ELA.E1.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion. Indicator Insights:</p> <p>ELA.E1.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.</p> <p>ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.E1.AOR.2.1 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text. ELA.E1.AOR.2.2 Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text. Indicator Insight: ELA.E1.AOR.2.1A</p>	<p>ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or enhance style. ELA.E1.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion. Indicator Insights:</p> <p>ELA.E1.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.</p> <p>ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. 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<p>universal theme is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.</p> <p>ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). Indicator Insight: none</p> <p>ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.</p> <p>ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text.</p> <p>ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding. ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p> <p>ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.</p>	<p>universal theme is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. 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ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
Labor Day: No School	<p>I will be able to understand and explain how setting influences survival and character decisions in crisis scenarios by analyzing “The Most Dangerous Game”, sketching Ship-Trap island based on collected textual evidence, and by writing an analysis paragraph of how the setting impacts the protagonist’s decisions.</p> <p>I will be able to understand and explain how setting influences survival and character decisions in crisis scenarios by participating</p>	<p>I will be able to understand and explain how setting influences survival and character decisions in crisis scenarios by participating in the Jig-Saw activity as an expert on my assigned story and by presenting my mixed group findings with the class.</p> <p>I will be able to analyze and explain how characters develop through conflicts and their survival decisions by reading Chapters 16 & 18 of Into the Wild, collaboratively creating a character profile, &</p>	<p>I will be able to analyze and explain how characters develop through conflicts and their survival decisions by reading Chapters 16 & 18 of Into the Wild, collaboratively creating a character profile, & independently creating diary entries focused on Chris’s growth or lack thereof based on what we’ve read.</p> <p>I will be able to analyze how characters develop through conflicts and their survival decisions by individually completing the</p>	<p>I will be able to analyze how characters develop through conflicts and their survival decisions by individually completing the character arc chart, creating diary entries from Rainsford’s point of view, and then using these to construct an analysis paragraph of Rainsford’s and McCandless’s differences in handling similar conflicts.</p> <p>I will be able to analyze how characters develop through conflicts and their survival decisions by</p>

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	in the Jig-Saw activity as an expert on my assigned story and by presenting my mixed group findings with the class.	independently creating diary entries focused on Chris's growth or lack thereof based on what we've read.	character arc chart, creating diary entries from Rainsford's point of view, and then using these to construct an analysis paragraph of Rainsford's and McCandless's differences in handling similar conflicts.	collaboratively creating a comparison T-chart and analysis paragraph between Rainsford and McCandless and by individually collecting textual evidence to prepare for a debate about which "character" is more resilient.
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
Class Slides Literary Term of the Week:	<u>Class Slides</u> SAT Word of the Day: Aggrandize (uh GRAN dize): v. to increase in size; enlarge, to cause to appear greater in power, influence Create an original sentence with the word. Share original sentences.	<u>Class Slides</u> SAT Word of the Day: Alienate (AY lee uh nate): v. to make hostile; to cause to feel unwelcome or estranged Create an original sentence with the word. Share original sentences.	<u>Class Slides</u> SAT Word of the Day: Alleviate (uh LEE vee ayt): v. to make less severe; to relieve, to lessen Create an original sentence with the word. Share original sentences.	<u>Class Slides</u> SAT Word of the Day: Aftermath (AF tur math): n. Events following some occurrence; a consequence of Create an original sentence with the word. Share original sentences.
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
1. Literary Term of the Week: 2. SAT Word of the Day:	1. SAT Word of the Day: Aggrandize (uh GRAN dize): v. to increase in size; enlarge, to cause to appear greater in power, influence	1. SAT Word of the Day: Alienate (AY lee uh nate): v. to make hostile; to cause to feel unwelcome or estranged	1. SAT Word of the Day: Alleviate (uh LEE vee ayt): v. to make less severe; to relieve, to lessen 2. Review Introduction to Unit 1: Against All Odds	1. SAT Word of the Day: Aftermath (AF tur math): n. Events following some occurrence; a consequence of

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	<ol style="list-style-type: none"> 2. Independently Sketch Ship-Trap Island 3. Analysis Paragraph Writing 4. Warm-Up Writing Prompt 5. Jig-Saw Activity Expert Group Analysis 6. Jig-Saw Activity Mixed Groups Venn Diagrams 7. Jig-Saw Class Discussion 8. Wrap-up/Exit Ticket 	<ol style="list-style-type: none"> 2. Warm-Up Writing Prompt 3. Jig-Saw Activity Expert Group Analysis 4. Jig-Saw Activity Mixed Groups Venn Diagrams 5. Jig-Saw Class Discussion 6. Wrap-up/Exit Ticket 7. Review Introduction to Unit 1: Against All Odds 8. Review of Chapters 1 and 3 of <i>Into the Wild</i> 9. Read Chapter 16 of <i>Into the Wild</i> 10. Collaborative Character Profile 11. Read Chapter 18 of <i>Into the Wild</i> 12. Individual Diary Creation 	<ol style="list-style-type: none"> 3. Review of Chapters 1 and 3 of <i>Into the Wild</i> 4. Read Chapter 16 of <i>Into the Wild</i> 5. Collaborative Character Profile 6. Read Chapter 18 of <i>Into the Wild</i> 7. Individual Diary Creation 8. Review of “The Most Dangerous Game” 9. Rainsford Character Arc 10. Rainsford Diary Entries 11. Rainsford vs. McCandless Paragraph Analysis 	<ol style="list-style-type: none"> 2. Review of “The Most Dangerous Game” 3. Rainsford Character Arc 4. Rainsford Diary Entries 5. Rainsford vs. McCandless Paragraph Analysis 6. 7. Warm-up Journal Prompt & Discussion 8. Collaborative T-Chart and Analysis Paragraph Writing 9. Introduction to Resilience Debate 10. Begin Collecting Textual Evidence
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE

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	How do you think “The Most Dangerous Game” compares to <i>Into the Wild</i> as it relates to our unit?	What do you think you would feel if you were in Chris McCandless’s position?	What is the difference in the way Rainsford and McCandless handle the person vs. environment conflict?	What help do you need in collecting evidence to prove your point?
Important Due Dates: Sketch of Ship Trap Island and Analysis Paragraph 9.2.25, Collaborative Venn Diagrams 9.3.25, Collaborative Character Profile 9.4.25, Individual Diary Creation 9.4.25, Rainsford Character Arc Chart 9.5.25, Rainsford Diary Entries 9.5.25, Comparison of Rainsford and McCandless 9.5.25, Collaborative Evidence Collection for Debate 9.8.25				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other:	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

*All adjustments to the teacher’s lesson plans will be communicated to the students.