Weekly Lesson Plans

Course: Literacy Lab	Period: 1	Teacher: Ms. Ani

If you have questions, please feel free to email me: @greenville.k12.sc.us **or leave me a message at** 355 - 6520

Why is this course important?	Link to Course Syllabus	Link to Course Standards
This course helps build literacy skills needed in English courses throughout high school.		Course Standards are labeled for each week

Quarter 1		Quarter 2	
Week 1 Aug. 11-14	Week 6 Sep. 14 - 18	Week 11 Oct. 19 - 23	Week 16 Nov. 23 - 27
Week 2 Aug. 17-21	Week 7 Sep. 21 - 25	Week 12 Oct. 26 - 30	Week 17 Nov. 30 - Dec. 4
Week 3 Aug. 24-28	Week 8 Sep. 28 - Oct. 2	Week 13 Nov. 2 - 6	Week 18 Dec. 7 - 11
Week 4 Aug. 31 - Sep. 4	Week 9 Oct. 5 -9	Week 14 Nov. 9 - 13	Week 19 Dec. 14 - 18
Week 5 Sep. 7-11	Week 10 Oct. 12 - 16	Week 15 Nov. 16 - 20	

Week: Aug. 11-14	Unit(s): 1. The age of Piracy

	Monday	Tuesday First Day of School!	Wednesday	Thursday	Friday
Agenda		First day Orientation Get to know each other and classroom expectations Intro into our first unit	Orientation day 2 Advisory day Writing practice	MAP Testing Take Home Move approval form	MAP Testing If not completed
Work to Submit				Submit testing when complete	Submit testing when complete
Learning Target		I can set up my materials and explain what turns a real person into a legend.	I can find my way to our Firedrill placement	I can complete my standardize testing	I can complete my standardize testing

Standards for the Week	ELA.E1.AOR.1; ELA.E1.AOR.6; ELA.E1.AOR.7; ELA.E1.C (Oral); ELA.E1.C

Week: Aug. 17-21	Unit(s): 1 The Age of Piracy

Monday	Tuesday	Wednesday	Thursday	Friday

	Monday School Holiday	Tuesday	Wednesday	Thursday	Friday
Agenda	Read180 Online activity 1. Launch essential questions; “What makes a legend?” free-write; 2. Introduce the myth-vs-reality T-chart.	Read180 Online activity 1. Read Reading 1 (The Golden Age of Piracy) 2. build class timeline; 3. Discussion; add to myth/reality chart.	Read180 Online activity 1. Read Reading 2 (The Articles); 2. crew-articles group activity (write 4 rules, elect a quartermaster); 3. Theme: freedom vs. order.	Read180 Online activity 1. Read Reading 3 (Blackbeard); 2. characterization chart (appearance/action/reputation/reality); 3. Class discussion.	1. Finish up research on your pirate 2. Look up images for pirate 3. Pep Rally
Work to Submit			* Movie approval form due		
Learning Target	*I can explain what makes a real person become a legend.*	*I can summarize why sailors turned to piracy.*	*I can analyze how a crew's articles reveal its values.*	*I can analyze how actions and appearance characterize a person.*	*I can analyze proper research sites to use*

Standards for the Week	
ELA.E1.AOR.1; ELA.E1.AOR.7; ELA.E1.C (Argument); ELA.E1.C (Grammar); ELA.E1.R (Research)	

Week: Aug. 24 - 28	Unit(s): 1 The Age of Piracy

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Verbs Lesson 2. Pirate Myths and Code 3. Pick last of images 4. CER writing intro	1. Library at 9 am 2. CER structure 3. Work on Pirate Poster	1. Pirate Code and CER writing 2. Work on Poster	1. Pirates of the Caribbean Movie with Myth vs Fact worksheet 2. Work on Poster	Pirates of the Caribbean Movie and Worksheet 1. Discuss how we differentiate facts with myths
Work to Submit					Myth vs Fact worksheet
Learning Target	I can understand what makes a myth different from facts	I can learn how to use our Library Printer	I can understand and build a pirate code with my group based on historical facts	I can find the facts about the pirate code in the movie	I can understand how facts get twisted and turn into myths over time.

Standards for the Week	
ELA.E1.AOR.2; ELA.E1.AOR.5; ELA.E1.AOR.6; ELA.E1.C (Argument); ELA.E1.C (Grammar)	

Week: Aug. 31 - Sep. 4	Unit(s): 1 The Age of Piracy/2. Romeo and Juliet

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. CER Writing 2. Pirate Reading 3. Work on poster	1. CER Writing 2. Pirate Reading 3. Work on poster	1. poster (Major Grade) presentations 2. CER writing	1. Library at 9 am for Book check out 2. Discuss Romeo and Juliet and Shakespeare	1. Romeo and Juliet Act 1 2. Reading and discussion
Work to Submit			Pirate Poster Due		
Learning Target	I can understand how to pull facts and use citations	I can write a topic sentence with a fact attached.	I can write two commentary sentences in my own words	I can preview *Romeo and Juliet* and share what I already know or expect about the story.	I can explain who Shakespeare was and the background of *Romeo and Juliet*.

Standards for the Week
ELA.E1.C ELA.E1.AOR.1 ELA.E1.AOR.2

Week: Sep. 7-11	Unit(s): 2. Romeo and Juliet

Monday	Tuesday	Wednesday	Thursday	Friday
Holiday - Labor Day				

Agenda		1. Verbs 2. Romeo and Juliet Act 2 3. Literary Elements a. Metaphor b. Simile c. Personification	1. Romeo and Juliet Act 3 2. Literary Elements a. Imagery b. Symbols c. Irony	1. Romeo and Juliet Act 4 & 5 2. Literary Elements a. Alliteration b. Hyperbole c. foreshadowing	1. Romeo and Juliet Act 6 and Writing 2. Literary Elements a. Paradox b. Oxymoron c. Onomatopoeia
Work to Submit		Literary element sentences (3 minimum)	Literary element sentences (3 minimum)	Literary element sentences (3 minimum)	Literary element sentences (3 minimum)
Learning Target		I can identify metaphor, simile, and personification and explain what they add to the text.	I can identify imagery, symbols, and irony and analyze how they shape meaning.	I can identify alliteration, hyperbole, and foreshadowing and explain their effect.	I can identify paradox, oxymoron, and onomatopoeia and use them in my own writing.

Standards for the Week
ELA.E1.C (Grammar & Conventions verbs) ELA.E1.AOR.1 (literary elements, including figurative language) ELA.E1.C (Oral Communication/discussion) LA.E1.AOR.2 (theme / central ideas how symbols develop meaning) ELA.E1.AOR.5 (how an author uses words and structure to craft meaning) ELA.E1.C (Argument or Text-Dependent Writing writing about the play)

Week: Sep. 14 - 18	Unit(s): 2. Heroes of the Illiad

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Adjectives 2. Literary Elements quiz 3. Homer and Greek Mythology Note sheet	1. Greek Mythology Note sheet 2. The Iliad (Chapter 1) 3. Discussion questions	1. Reading - The Iliad (Chapter 2) 2. Discussion and character sheet 3. Adjectives review	1. Reading - The Iliad (Chapter 3) 2. Discussion questions 3. CER The Myth of Echo	1. Reading - The Iliad (chapter 4) 2. Discussion questions 3. CER The Myth of Echo
Work to Submit	Literary Element Quiz	Early morning Quiz Retakes	*Annotations and Hero trait packet should be filled out daily	*Annotations and Hero trait packet should be filled out daily	• **Quiz Retakes due** • **Turn in the Myth of Echo CER** *Annotations and Hero trait packet should be filled out daily
Learning Target	I can explain what an Epic means and what it consists of.	I can annotate my notes to highlight important pieces of information	I can understand the characters and their importance in relation to the heroes.	I can pull the heroic traits and flaws and compare two heroes	I can pull heroic traits and flaws to contrast two heroes

Standards for the Week
ELA.E1.C (Grammar & Conventions verbs) ELA.E1.AOR.1 (literary elements, including figurative language) ELA.E1.C (Oral Communication/discussion/CER) LA.E1.AOR.2 (theme / central ideas)

Week: Sep. 21 - 25	Unit(s): Unit 3 Heroes of the Iliad

Monday	Tuesday	Wednesday	Thursday	Friday

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Reading - The Iliad (chapter 5) 2. Discussion questions	**1. The Iliad Quiz Chapters 1-4** 2. Reading - The Iliad (chapter 6) 3. Discussion questions	1. Reading - The Iliad (chapter 7 and 8) 2. Discussion questions	1. Reading - The Iliad (chapter 9) 2. Discussion questions	1. Reading - The Iliad (chapter 10-11) 2. Discussion questions 3. Discuss and review chapters on the quiz
Work to Submit	*Annotations and Hero trait packet should be filled out daily	**Quiz on Chapters 1-4** *Annotations and Hero trait packet should be filled out daily	*Annotations and Hero trait packet should be filled out daily	*Annotations and Hero trait packet should be filled out daily	*Annotations and Hero trait packet should be filled out daily
Learning Target	I can read Chapter 5 and analyze how the author develops character and conflict.	I can demonstrate my understanding of Chapters 1–4, then read Chapter 6 and discuss its key events.	I can read Chapter 7 and 8 and analyze a character's choices and their consequences.	I can read Chapter 9 and analyze how conflict builds toward a turning point in the story.	I can read Chapter 10 and analyze how the author develops the theme through a character's actions.

Standards for the Week
ELA.E1.AOR.6 (summarize and paraphrase) ELA.E1.AOR.1 (literary elements, including figurative language) ELA.E1.C (Oral Communication/discussion/CER) LA.E1.AOR.2 (theme / central ideas)

Week: Sep. 28 - Oct. 2	Unit(s): Heroes of the Iliad

Agenda	**1. Quiz Review Day** **2. Review Packet and Blookit**	**1. Quiz Ch. 5-11** 2. Go over Hero Trait packet	1. Begin Hero Comparison packet	1. Review the Iliad 2. Complete missing questions and Trait/Hero packet	1. Discuss Hector and Achilles 2. Start compare and contrast Essay
Work to Submit	*Annotations and Hero trait packet should be filled out daily	**Quiz Chapters 5-11**			
Learning Target	I can recall key events and characters from Chapters 5–11 of *The Iliad*.	I can identify heroic traits and flaws using evidence from the text.	I can explain how Achilles and Hector each show what it means to be a hero.	I can use my notes and annotations to finish my analysis of the heroes' traits and flaws.	I can discuss how Hector and Achilles are alike and different, using text evidence.

Standards for the Week	ELA.E1.AOR.6 (summarize and paraphrase) ELA.E1.AOR.1 (literary elements, including figurative language) ELA.E1.C (Oral Communication/discussion/CER) LA.E1.AOR.2 (theme / central ideas)

Week: Oct. 5 -9	Unit(s): 3. The Iliad/ 4. Cherokee Local History

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Compare and contrast Essay	1. Compare and Contrast Essay	1. Finish up Compare and Contrast Essay 2. Start Unit 4 Cherokee Local	1. Oral tradition and Cherokee Origin Story	1. Cherokee Local History- Cherokee Territory and place names

			History- Cherokee Territory and place names		
Work to Submit				Exit ticket	
Learning Target	I can write an introduction with a hook, background, and a thesis that compares Achilles and Hector.	I can write a body paragraph that shows how Achilles and Hector are different, using text evidence.	I can write a conclusion that restates my thesis and explains what the comparison shows about heroism.	I can explain what oral tradition is and why it counts as literature.	I can analyze a local legend and explain why it has lasted.

Standards for the Week	

Week: Oct. 12 - 16	Unit(s): Cherokee Local History

	Monday	Tuesday	Wednesday	Thursday End of Quarter	Friday Teacher Workday
Agenda	1. Local Legend: Issaqueena Falls 2. Local legend: Table Rock	1. Review legends and place names and passages.	1. Cherokee removal and Trail of Tears (Part 1) **2. Place Names and Passages**	1. Cherokee removal and Trail of Tears (Part 2) Documentary	

Work to Submit			**Mini Quiz**		
				Last day to turn in missing or late work	
Learning Target	I can evaluate how believable a legend is by separating details that can be confirmed from details that can't.	I can read short informational passages about Cherokee history and show that I understand them.	I can explain the causes and legal history that led to Cherokee removal.	I can explain the human impact of the Trail of Tears and why it still matters.	

Standards for the Week	

Week: Oct. 19 - 23	Unit(s): Cherokee Local History

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Sequoyah and the Cherokee syllabary	1. Cherokee Nation Today	1. Research Project Launch "Cherokee Lives" (Major Grade)- Research day	1. Research Project Start draft	1. Research Project Draft and revise

Work to Submit					
Learning Target					

Standards for the Week	

Week: Oct. 26 - 30	Unit(s): 4. Cherokee Local History

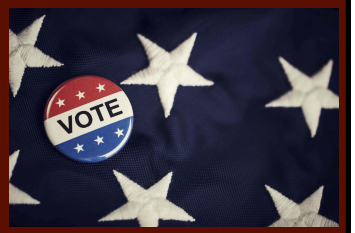
	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Finalize Project	1. Project work day	1. Unit Wrap up 2. Project work day	1. Finish up project and present	Mavoween and pep rally. 1. Read Dracula

Work to Submit					
Learning Target					

Standards for the Week	

Week: Nov. 2 - 6	Unit(s): 5. Anansi

	Monday Teacher Workday	Tuesday Election Day	Wednesday	Thursday	Friday
Agenda			1. The Ashanti People	1. Meet the Trickster	Why Is the World This Way? Pourquoi Tales

Work to Submit					
Learning Target			I can describe the history and culture of the Ashanti people and connect it to Anansi.	I can define a trickster and explain how cleverness helps Anansi in one story and hurts him in another.	I can explain what a pourquoi tale is and trace cause and effect through a story.

Standards for the Week	ELA.E1.AOR.1, ELA.E1.AOR.2, ELA.E1.AOR.6

Week: Nov. 9 - 13	Unit(s): 5. Anansi

Agenda	Monday	Tuesday	Wednesday	Thursday	Friday
	Tricksters Around the World	Kindness Is Beauty (*Mufaro's Beautiful Daughters*)	Anansi's Story Vault (Review Stations)	Theme Paragraph + Review	Anansi & Folktales Unit Test

Work to Submit			*Turn in station papers	Turn in Paragraph	Turn in Packet
Learning Target	I can compare tricksters from different cultures and explain what they have in common.	can analyze how an author uses characterization and foreshadowing to develop a theme.	I can find and explain examples of literary elements in folktales.	I can write a paragraph that explains a theme using evidence from two stories.	I can show what I know about the Ashanti, tricksters, folktales, and literary elements, and connect ideas across stories from different cultures.

Standards for the Week	

Week: Nov. 16 - 20	Unit(s): 6. Japanese Shinto

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	**1. The Way of the Kami** **2. Shinto Shrines**	**1. In the Beginning: Izanagi and Izanami**	**1. The Sun Hides: Amaterasu**	**1. The Storm God's Redemption: Susanoo**	**1. Folk Heroes: Momotaro and Urashima Taro**

Work to Submit					
Learning Target	I can explain what kami are and describe the parts of a Shinto shrine.	I can explain how a creation myth explains the world, and I can identify the broken-promise motif.	I can analyze how conflict and symbolism develop a myth.	I can trace how a character changes and compare a myth to a modern adaptation.	I can compare two folktale heroes and the themes their stories teach.

Standards for the Week	ELA.E1.AOR.1 (key ideas and details) • ELA.E1.AOR.2 (theme) • ELA.E1.AOR.6 (word meaning and literary devices) • ELA.E1.C (inquiry and connections)

Week: Nov. 23 - 27	Unit(s): 6. Japanese Shinto

	Monday	Tuesday	Wednesday Thanksgiving Break	Thursday Thanksgiving Break	Friday Thanksgiving Break
Agenda	1. Meet the Yokai	*Spirited Away Movie			

Work to Submit		- Spirited Away companion worksheet.			
Learning Target	I can describe common yokai and explain how anime and games adapt them.	I can identify kami, yokai, and Shinto ideas in a modern film and connect them to the folklore we read.			

Standards for the Week	ELA.E1.AOR.1 • ELA.E1.AOR.2 • ELA.E1.AOR.6 • ELA.E1.C

Week: Nov. 30 - Dec. 4	Unit(s): 6. Japanese Shinto

Agenda	Monday	Tuesday	Wednesday	Thursday	Friday
	Yokai Legends	The Torii Trail	Project Day 1: The Anime × Myth Connection	Project Day 2: Create Your Own Yokai	Project Day 3: A Shrine to a Kami

Work to Submit					
Learning Target	I can identify the parts of a legend so I can plan my own yokai legend.	I can review the myths, folktales, yokai, and literary elements of the unit and explain them with evidence.	I can explain how a modern anime or game character adapts a Japanese myth or yokai, using evidence.	I can create an original yokai and write its legend using the parts of a legend.	I can design a shrine that honors a kami and explain what each part means.

Standards for the Week	ELA.E1.AOR.1 • ELA.E1.AOR.2 • ELA.E1.C • ELA.E1.R (writing: the project chunk and the yokai legend)

Week: Dec. 7 - 11	Unit(s): Review all units!

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	***Shinto Unit Test***	**Review Day** **1. Pirates** **2. Romeo and Juliet**	**Review Day** **1. The Iliad** **2. The Cherokee**	**Review Day** **1. Anansi** **2. Shinto** **3. Big Ideas Across Units**	**Review Day** **1. CER Practice** **2.**

Work to Submit					
Learning Target	I can show what I know about Shinto, Japanese myths and folktales, yokai, and literary elements, and connect ideas across stories.	I can recall key ideas from the Piracy and Romeo and Juliet units and explain how literary elements shape a story.	I can explain the epic hero and oral tradition, and connect key events and people to the themes of the Iliad and Cherokee units.	I can compare characters, themes, and archetypes across stories from different cultures and units.	I can write a CER that answers a prompt with a clear claim, cited evidence, and reasoning that explains what the evidence means and why it matters.

Standards for the Week	ELA.E1.AOR.1 • ELA.E1.AOR.2 • ELA.E1.AOR.6 • ELA.E1.R

Week: Dec. 14 - 18	Unit(s): Finals Week

	Monday	Tuesday	Wednesday	Thursday	Friday End of Quarter
Agenda					

Work to Submit					
Learning Target					

Standards for the Week	

