

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

Teacher's Name: Mrs. Bradley-Allen

Course: H. & CP ENG I

Dates: Monday, December 1, 2025 - Friday, December 5, 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
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: 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. 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. 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Insight: ELA.E1.AOR.2.1A 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. 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 ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. 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. 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. ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and	Insight: ELA.E1.AOR.2.1A 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. 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 ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. 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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	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. 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 ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. 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respecting diverse perspectives. 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.	upon the ideas of others and respecting diverse perspectives. 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.	information while building upon the ideas of others and respecting diverse perspectives. 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.	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
I will be able to explain literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene I of <i>Romeo and Juliet</i>.	Students will be able to identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of <i>Romeo and Juliet</i> .	I will be able to identify and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and Juliet</i> .	Students will be able to identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the scenes as a class.	Students will be able to identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the scenes as a class.
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY

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<u>Class Slides</u> Literary Term of the Week: Cliche: expression, idea, or element which has been so overused to the point of losing its original meaning ven to the point of being trite or irritating.	<u>Class Slides</u> SAT Word of the Day: Catapult (KAT uh pult): v/n to launch; a device for hurling objects a slingshot Create an original sentence with the word. Share original sentences.	<u>Class Slides</u> SAT Word of the Day: Review for the sixth SAT Word of the Day Quiz Create an original sentence with the word. Share original sentences.	<u>Class Slides</u> SAT Word of the Day: Take 5 minutes to study for your SAT Word of the Day quiz! Share original sentences.	<u>Class Slides</u> 1. SAT Word of the Day: Catharsis (kuh THAR sis): n. An emotional or psychological cleansing that brings relief or renewal 2. SAT Word of the Day: Caucus (KAW kus): n. A meeting of the members of a political party to make decisions Share original sentences.
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
1. <u>Literary Term of the Week</u>: Cliche: expression, idea, or element which has been so overused to the point of losing its original meaning even to the point of being trite or irritating. 2. SAT Word of the Day: Castigate (KAS tuh gate): v. to criticize harshly, usually with the	1. SAT Word of the Day: Catapult (KAT uh pult): v/n to launch; a device for hurling objects a slingshot 2. Fourth Period Book Talk 3. Review of Act I Scene I 4. Dramatic Irony 5. Act I Scene II 6. Discussion of Act I Scene II	1. SAT Word of the Day: Review for the sixth SAT Word of the Day Quiz 2. Fourth Period Book Talk 3. Review of Act I Scenes I, II, III, and IV 4. Read Act I Scene V 5. <i>Romeo + Juliet</i> 18:49 - 34:45	1. SAT Word of the Day: Take 5 minutes to study for your SAT Word of the Day quiz! 2. Fourth Period Book Talk 3. Read Act II Prologue, Scenes II -VI 4. <i>Romeo + Juliet</i>	1. SAT Word of the Day: Catharsis (kuh THAR sis): n. An emotional or psychological cleansing that brings relief or renewal 2. SAT Word of the Day: Caucus (KAW kus): n. A meeting of the members of a political party to make decisions

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intention of correcting wrongdoing. 3. Fourth Period - Book Talk 4. Warm-Up: What Do You Know? 5. Why There's No Escaping Shakespeare 6. Shakespearean Language 7. Shakespeare Biography 8. Article on Shakespeare's Grave 9. Pre-Reading Anticipation Guide 10. Prologue reading and analysis 11. Literary terms double entendre, oxymoron, & allusion 12. Allusions in Act I 13. Cast of characters 14. First part of Act I Scene I 15. <u>Romeo + Juliet</u>	7. <i>Romeo + Juliet</i> 13:35 - 15:58 8. Definition of bawdy 9. Act I Scene III 10. Discussion of Act I Scene III 11. <i>Romeo + Juliet</i> 15:58 - 18:49 12. Act I Scene IV 13. Discussion of Act I Scene IV 14. <i>Romeo + Juliet</i>			3. Fourth Period Book Talk 4. Review of Act II Scenes II & III 5. Read Act II Scenes IV - VI 6. Read Act III Scenes I 7. <i>Romeo + Juliet</i>
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CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
What do you think about the first part of Act I? What do you think about Shakespeare's language?	What is the best example of dramatic irony you see in these first scenes of the play?	What are the different conflicts that we have seen in this first act?	What is the strongest example of dramatic irony at the beginning of Act II?	What are the new conflicts that we are seeing to emerge?
Important Due Dates: Terms You Need to Know 12.1.25, Article on Shakespeare's Grave 12.1.25, Anticipation Guide 12.1.25				

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
☐ Artifacts ☐ Pictures ☐ Graphic Organizers ☐ Video Clips ☐ Audio Recordings ☐ Lab ☐ Lecture ☐ Other:	☐ Cooperative Work ☐ Partner Work ☐ Manipulatives ☐ Movement ☐ Debates ☐ Role Plays or Simulations ☐ Other:	☐ Written Response ☐ Illustrated Response ☐ Oral Response ☐ Model Creation ☐ Construction ☐ Other:	☐ Nature of content & ethnicity and/or culture of students ☐ Other:	☐ Class Work ☐ Journals ☐ Group Discussion ☐ Individual Participation ☐ Quiz / Test ☐ Project ☐ Conference ☐ Essay ☐ Other:

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