

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

Teacher's Name: Mrs. Bradley-Allen

Course: H. & CP ENG I

Dates: Monday, October 27, 2025 -Friday, October 31, 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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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 respecting diverse perspectives.	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 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
I will be able to take my rough draft and our video draft and create a how-to survival guide by using Google Sites to create a website.	I will be able to take my rough draft and our video draft and create a how-to survival guide by using Google Sites to create a website.	I will be able to show what I have learned through this unit by presenting my group's final project and reflecting on the unit and project process.	I will be able to define the term perseverance and explain the expectation for our next project by participating in today's entry event.	I will be able to the purpose of a research paper and how to identify credible sources by successfully completing the Credible Sources Scavenger Hunt assignment.
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
<u>Class Slides</u> Literary Term of the Week: Apostrophe: a figure of speech in which the speaker addresses an object, concept, or person (often absent) that is unable to respond	<u>Class Slides</u> SAT Word of the Day: Fourth 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: Balm (balm): adj./n. Something that heals or comforts; soothing; an oil or ointment Create an original sentence with the word.	<u>Class Slides</u> SAT Word of the Day: Beget (bee GET): v. to give birth to; to create Share original sentences.	<u>Class Slides</u> SAT Word of the Day: Beleaguer (be LEE gur): v. to besiege; beset, surround, harass Share original sentences.

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		Share original sentences.		
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
1. <u>Literary Term of the Week</u>: Apostrophe: a figure of speech in which the speaker addresses an object, concept, or person (often absent) that is unable to respond 2. SAT Word of the Day: Review for Fourth SAT Word of the Day 3. How to Use Google Sites to Create a Website Lesson 4. Video Creation 5. Time to Work	1. SAT Word of the Day: Fourth SAT Word of the Day Quiz 2. Review How to Use Google Sites to Create a Website Lesson 3. Time to Work - Must Be Finished Today!	1. SAT Word of the Day: Balm (balm): adj./n. Something that heals or comforts; soothing; an oil or ointment 2. Warm-Up Writing Prompt 3. Project Presentations and Feedback 4. End of Unit Reflection	1. SAT Word of the Day: Beget (bee GET): v. to give birth to; to create 2. <u>Entry Document</u> 3. Defining Resilience 4. Reflection 5. Introduction to Historical Figure Research	1. SAT Word of the Day: Beleaguer (be LEE gur): v. to besiege; beset, surround, harass 2. Review Entry Document 3. Review Knows and Need to Knows 4. Finish Defining Resilience 5. Reflection 6. Introduction to Historical Figure Presentation 7. Aim of Research Paper Mini-Lesson 8. Credible Sources Mini-Lesson 9. Credible Sources Analysis Assignment 10. Begin Research on Historical Figure

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CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
What questions do you have about Google Sites?	What help do you need to finish putting your group's website together.	How does one survival strategy in your project connect to Rainsford's experiences in The Most Dangerous Game? How does this strategy reflect a human nature theme (e.g., courage, resilience, desperation)?	In your own words, what does it mean to be resilient?	What are the indicators that a source we are using for research should be considered credible?
Important Due Dates: Group Website 10.28.25, Presentation feedback 10.29.25, Project Reflection 10.29.25, Defining Resilience Document 10.30.25, Resilience Reflection 10.30.25, Choosing of your historical figure 10.31.25, Credible Source Analysis 10.31.25				

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.