

Teacher: **Rashad Davis**

Subject: **English I&II**

Week of:

<b>Lesson Plan Elements</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards &amp; Lesson Objectives</b>	<b>Standard: RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>Standard: W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Standard: RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Standard: SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<b>Standard: W.9-10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Anticipatory Set or Do Now/Essential Questions</b>	<b>EQ:</b> What recurring symbol do you see in the Gond story <i>Creation</i> ?	<b>EQ:</b> What is the process of creation in the stories you read? How does the	<b>EQ:</b> Who is involved in the creation of things (the world, humans,	<b>EQ:</b> What rules or values are established at creation in each story?	<b>EQ:</b> How will you choose to demonstrate your understanding of creation stories?

		natural world come into being?	animals)?		
<b>Procedures/Tasks or Assessments</b>  <b>Materials:</b> - <i>Creation by and From the Self</i> This story is from the the second and fourth Brahmanas of the Brhad-arayaka Upanishad ( <a href="http://railsback.org/CS/CSIndex.html">http://railsback.org/CS/CSIndex.html</a> ) - <i>The Rig Veda</i> <a href="https://www.lancasterlawoffice.com/wp-content/uploads/Rig-Veda.pdf">https://www.lancasterlawoffice.com/wp-content/uploads/Rig-Veda.pdf</a> (Vedic Texts involving creation)	Teacher will read from the Gond people’s (a tribe in Central India) account of creation called “Creation.”	Using the Indian creation story <i>Creation by and From the Self</i> , and the creation stories from the <i>Rig Veda</i> , students will identify key elements in the story.	Using the Indian creation story <i>Creation by and From the Self</i> , and the creation stories from the <i>Rig Veda</i> , students will identify key elements in the story.	Using the Indian creation story <i>Creation by and From the Self</i> , and the creation stories from the <i>Rig Veda</i> , students will identify key elements in the story.	Using the Indian creation story <i>Creation by and From the Self</i> , and the creation stories from the <i>Rig Veda</i> , students will identify key elements in the story.
<b>DOL/Homework</b>	<b>DOL:</b> Students will identify the ideas and concepts that the Gond people ascribe to nature with 80% mastery.	<b>DOL:</b> Students will chart the process of creation in each story with 80% mastery.	<b>DOL:</b> Students will chart the person(s) involved in creation and chart the values and/or rules established in each story with 80% mastery.	<b>DOL:</b> Students will demonstrate their understanding of creation stories through a slide presentation, artistic rendering, or written analysis with 80% mastery.	<b>DOL:</b> Students will demonstrate their understanding of creation stories through a slide presentation, artistic rendering, or written analysis with 80% mastery.
<b>Intervention (if applicable)</b>					

<b>Modifications/Accommodations (504, Sped, ELL- If Applicable)</b> <b>Differentiated Instruction (General</b>	<input checked="" type="checkbox"/> Allow extra time for written response.	<input type="checkbox"/> Give a written reminder beside math problems to indicate
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<p><b>Education)</b>  <i>*Information obtained from ESY-IEP</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group size</li> <li>x Provide fundamental grade level texts as alternative reading material in subject areas.</li> <li><input type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions</li> <li><input type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)</li> <li>x Ask student to repeat and explain instructions. Tape record directions/assignments.</li> <li>x Allow time to verbalize and/or respond to class objectives.</li> <li><input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</li> <li>X Recognize and give credit for oral participation Give assignments which must be copied from other sources of written or printed material.</li> <li><input type="checkbox"/> Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</li> <li>x Provide extra assignment time</li> <li><input type="checkbox"/> Tape Record lectures.</li> <li><input type="checkbox"/> Use of Counting Chips</li> <li><input type="checkbox"/> Have student write instructions.</li> <li>x Mark acceptable work, not mistakes</li> <li><input type="checkbox"/> Use alerting cues.</li> <li><input type="checkbox"/> Utilization of peer tutor</li> <li><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</li> <li><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</li> <li><input type="checkbox"/> Provide note taking assistance.</li> <li><input type="checkbox"/> Provide large print materials.</li> <li><input type="checkbox"/> Provide highlighted materials for emphasis.</li> <li><input type="checkbox"/> Use highlighted or underlined reading materials.</li> </ul>	<p>which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of calculator</li> <li><input type="checkbox"/> Provide study carrel for independent work.</li> <li><input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve.</li> <li>x Provide visual aids (pictures, flashcards, etc.).</li> <li>x Explain directions in detail as needed.</li> <li><input type="checkbox"/> Provide assignment notebooks.</li> <li><input type="checkbox"/> Allow minimal auditory distractions.</li> <li>x Provide cooperative learning.</li> <li>x Give exams of reduced length.</li> <li>x Provide frequent feedback.</li> <li>x Provide hands-on learning activities.</li> <li><input type="checkbox"/> Provide instructional aids.</li> <li><input type="checkbox"/> Provide immediate feedback.</li> <li><input type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</li> <li>x Use a variety of questioning techniques.</li> <li><input type="checkbox"/> Provide short instructions (1 or 2 steps).</li> <li><input type="checkbox"/> Develop a daily/weekly journal.</li> <li><input type="checkbox"/> Allow peer to read materials.</li> <li><input type="checkbox"/> Provide study aids/manipulatives.</li> <li><input type="checkbox"/> Provide altered format of materials.</li> <li><input type="checkbox"/> Other:</li> <li><input type="checkbox"/> Other:</li> <li><input type="checkbox"/> Other:</li> </ul>
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<b>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</b>	<input type="checkbox"/> <b>CRP1-</b> Citizenship <input checked="" type="checkbox"/> <b>CRP2-</b> Tech. skills <input type="checkbox"/> <b>CRP3-</b> Health and Financial Well-being <input checked="" type="checkbox"/> <b>CRP4-</b> Clear Communication	<input type="checkbox"/> <b>CRP5-</b> Impacts of Decisions <input type="checkbox"/> <b>CRP6-</b> Creativity/Innovation <input checked="" type="checkbox"/> <b>CRP7-</b> Research Strategies <input checked="" type="checkbox"/> <b>CRP8-</b> Critical Thinking	<input type="checkbox"/> <b>CRP9-</b> Effective Management <input type="checkbox"/> <b>CRP10-</b> Career Path <input checked="" type="checkbox"/> <b>CRP11-</b> Technology Integration <input type="checkbox"/> <b>CRP12-</b> Global Competence
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Reviewed By:  Principal  Vice Principal  Supervisor

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Feedback: \_\_\_\_\_

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## Creation Myth Chart

<b>Subject of Creation</b>				
<b>Process of Creation (how does the story explain how things were created)</b>				
<b>Who was involved in the creation of things (female, male, animals)?</b>				
<b>What rules or values were established at creation?</b>				