



**Vision** – Empowering diverse career and college ready innovators to evolve with the world.

**Mission** – Science, technology, engineering and math: Embracing diversity and inspiring critical thinking through innovative career and college pathways.

## Gateway STEM High School – Biweekly Virtual Learning Planner

<b>Teacher</b>	Ms. Del Bosque	<b>Grade</b>	10 <sup>th</sup>	<b>Subject</b>	English 2
<b>Weeks of</b>	October 5 <sup>th</sup> to October 16 <sup>th</sup>	<b>Topic/Title</b>	The Journey Towards Social Justice		

Lesson/Topic	Lesson Target/Objective	Synchronous/Live Instruction	Asynchronous Playlist	Assessment/Performance Task	Due Date						
Lesson 1  10/5	<ul style="list-style-type: none"><li>I can identify the main idea in a passage</li><li>I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly.</li><li>I can cite relevant and thorough textual evidence to support inferences drawn from the text.</li></ul>	<p><b>Do Now:</b> Watch the following clip. Jot down 5 OMG Moments. Be ready to share out &amp; discuss: <a href="https://www.youtube.com/watch?v=wKZJyqrwhnI">https://www.youtube.com/watch?v=wKZJyqrwhnI</a></p> <p><b>Class Share-out/Discussion</b></p> <p><b>Mini-Lesson:</b> Background information on The Black Panthers</p> <p><b>Class Reading:</b> Read through the Black Panther 10 Point Program. As you read, summarize the main point(s) in your notebook. <a href="http://blackpower.web.unc.edu/2017/04/the-black-panthers-10-point-program/">http://blackpower.web.unc.edu/2017/04/the-black-panthers-10-point-program/</a></p>	<p>1. Notetaking: Main Ideas in the 10 Point Program Finish notes on the main ideas from each of the 10-point program, rereading the text as necessary.</p> <p>2. Students will turn in their notes via Teams</p> <p>3. Analysis: Main Ideas [extension/enrichment] Students use the rubric we will grade their student-created 5-point program to assess the Black Panther's 10 point program</p>	<b>Notetaking: Main Ideas in the 10 Point Program</b>	10/06 11:59 pm						
Lesson 2  10/07	<ul style="list-style-type: none"><li>I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly.</li><li>I can analyze how an author uses rhetoric to advance point of view and purpose</li></ul>	<p><b>Do Now:</b> Watch the following clip. As you watch, take notes on <b>rhetoric</b>. <a href="https://www.ted.com/talks/camille_langston_how_to_use_rhetoric_to_get_what_you_want/transcript?language=en">https://www.ted.com/talks/camille_langston_how_to_use_rhetoric_to_get_what_you_want/transcript?language=en</a></p> <p><b>Review:</b> Teacher reviews ethos, pathos, and logos from the video; students ask questions</p> <p><b>Class Activity:</b> Introduce grid and work on filling it out for the 10 Point Program together</p> <table><thead><tr><th>ETHOS</th><th>PATHOS</th><th>LOGOS</th></tr></thead><tbody><tr><td><div></div><div>Example from text and/or description of significance</div></td><td><div></div><div>Example from text and/or description of significance</div></td><td><div></div><div>Example from text and/or description of significance</div></td></tr></tbody></table> <p>Create your own at Blackboard Theater</p>	ETHOS	PATHOS	LOGOS	<div></div> <div>Example from text and/or description of significance</div>	<div></div> <div>Example from text and/or description of significance</div>	<div></div> <div>Example from text and/or description of significance</div>	<p>1. Analysis: Rhetoric Using their notes from the ethos/pathos/logos graphic organizer, students should analyze The Black Panthers' use of rhetoric in the 10-point-program</p> <p>2. Students will turn in their analysis via Teams.</p>	<b>Analysis: Rhetoric</b>	10/08 11:59 pm
ETHOS	PATHOS	LOGOS									
<div></div> <div>Example from text and/or description of significance</div>	<div></div> <div>Example from text and/or description of significance</div>	<div></div> <div>Example from text and/or description of significance</div>									
Lesson 3  10/12	<ul style="list-style-type: none"><li>I can review, revise and edit writing with consideration for the task, purpose and audience.</li></ul>	<p><b>Do Now:</b> Think back to your response to the quote "It doesn't have to be this way." Expand on your initial journal with 5 bullet points. What are your concerns about society that you would like to see addressed?</p> <p><b>Introduce Assignment:</b> Create your own 5 point-plan Prompt: <i>Using your "It doesn't have to be this way"</i></p>	<p>1. Student Created 5-Point Program DRAFT Students plan out their 5-point program</p> <p>2. Students will turn in their plan via Nearpod.</p>	<b>Student Created 5-Point-Program DRAFT</b>	10/09 11:59 pm for B Day  10/12 11:59 pm for A Day						

		<p>journal and the journal entry above, craft your own 10-point program that would improve the material conditions of your community and/or the country.</p> <p><b>Student Planning:</b> Students begin by drafting out their 5 points</p>			
<p><b>Lesson 4</b></p> <p>10/14</p>	<ul style="list-style-type: none"> <li>I can review, revise and edit writing with consideration for the task, purpose and audience.</li> </ul>	<p><b>Do Now:</b> Self-Assessment: Students use the RUBRIC to grade their drafts. Students write down their current score and what they need to work on to improve their draft.</p> <p><b>Review Assignment &amp; Rubric:</b> Teacher reviews prompt and key elements from the rubric. Students ask clarifying questions.</p> <p><b>Student Editing:</b> Students edit their 5 point plan as needed, using the rubric for guidance</p>	<p>1. Student Created 5-Point Program FINAL Students finalize their 5-point program</p> <p>2. Students will turn in their analysis via Teams.</p>	<p><b>Student Created 5-Point-Program FINAL</b></p>	<p>10/13 11:59 pm</p>
<p><b>Lesson 5</b></p> <p>10/16</p>	<ul style="list-style-type: none"> <li>I can explain the sim/diff</li> <li>I can analyze the central/main idea(s) to provide an objective and concise summary</li> <li>I can apply the appeals</li> </ul>	<p><b>Do Now:</b> Watch the videoclip of Marvin Gaye's "What's Going On." As you watch, take notes on the main ideas that emerge in this song. <a href="https://www.youtube.com/watch?v=o5TmORitlKk#action=share">https://www.youtube.com/watch?v=o5TmORitlKk#action=share</a></p> <p><b>Discuss:</b> As a class, discuss "What's Going On"</p> <p><b>Quick write:</b> Think of a song that inspires you. Which lyric in particular speaks to you? Quote the song and explain how you feel about it in five sentences</p> <p><b>Text to Text Connections:</b> Now go through and answer the questions for both "What's Going On" and the song of your choice</p> <ol style="list-style-type: none"> <li>What similarities and differences exist between the songs?</li> <li>What messages does each contain?</li> <li>What conclusions might you make about the power each song has in creating change or teaching society about important issues?</li> <li>Do these songs appeal to Ethos? Pathos? Logos?</li> </ol>	<p>1. Finish your Text to Text Connections</p> <ol style="list-style-type: none"> <li>What similarities and differences exist between the songs?</li> <li>What messages does each contain?</li> <li>What conclusions might you make about the power each song has in creating change or teaching society about important issues?</li> <li>Do these songs appeal to Ethos? Pathos? Logos?</li> </ol> <p>2. Turn in assignment via Teams.</p>	<p><b>Text to Text Connections</b></p>	<p>10/15 11:59 pm</p>