



**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>	Del Bosque, Analia	<b>Grade</b>	10 <sup>th</sup>	<b>Subject</b>	E2 Double Dose
<b>Week of</b>	October 19 <sup>th</sup> to October 30 <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
<b>Lesson 1</b> (Tues. 10/20)	<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 make inferences based on an analysis of what the text says explicitly.</li> <li>I can cite relevant and thorough textual evidence to support inferences drawn from the text.</li> <li>I can explain the central/main idea(s) of a text</li> </ul>	<p><b>Megan Thee Stallion Op-Ed – SOAPSTone</b></p> <p><b>Do Now:</b> Do celebrities have a responsibility to speak out against injustices in our society? Explain why or why not.</p> <p><b>Read Op-Ed - Megan Thee Stallion: Why I speak up for black women</b>  <a href="https://www.nytimes.com/2020/10/13/opinion/megan-thee-stallion-black-women.html">https://www.nytimes.com/2020/10/13/opinion/megan-thee-stallion-black-women.html</a></p> <p><b>Initial Reactions:</b> Students jot down answers to the following:</p> <ul style="list-style-type: none"> <li>What stood out to you in this Op-Ed?</li> <li>What connections can you make, to other topics we've read this semester, to what is happening in the world, or to ourselves?</li> </ul> <p><b>Discussion:</b> Students have the opportunity to share their reactions and ideas.</p> <p><b>Begin SOAPSTone</b> (see independent work)</p>	<p><b>SOAPSTone:</b> Return to the op-ed &amp; identify:</p> <ul style="list-style-type: none"> <li>- Who is the Speaker?</li> <li>- What is the Occasion?</li> <li>- Who is the Audience?</li> <li>- What is the Purpose?</li> <li>- What is the Subject?</li> <li>- What is the Tone?</li> </ul>	<p><b>Classwork from Lesson 1</b> Assesses <i>R.I.1A</i> Assesses <i>R.I.1D</i></p> <p><b>Independent Assignment: SOAPSTone on "Why I Speak Up for Black Women"</b> Assesses <i>R.I.1A</i> Assesses <i>R.I.1D</i></p>	Due Date: 10/21 11:59 pm
<b>Lesson 2</b> (Thurs. 10/22)	<ul style="list-style-type: none"> <li>I can analyze how an author uses rhetoric to advance point of view in a text</li> <li>I can analyze how an author uses rhetoric to advance purpose in a text</li> <li>I can cite relevant and thorough textual evidence to support inferences drawn from the text.</li> </ul>	<p><b>Megan Thee Stallion Op-Ed – Rhetoric</b></p> <p><b>Do Now, Review – What did we read yesterday?</b> What was the subject &amp; purpose of her essay? Students can watch brief news report clip on Megan Thee Stallion &amp; her Op-Ed if needed.</p> <p><b>Identify Rhetoric:</b> How does Megan Thee Stallion utilize RHETORIC, particularly the 3 Appeals, to advance her purpose?</p> <ul style="list-style-type: none"> <li><i>Break down the question – what is it asking?</i></li> <li><i>Look for the use of ethos, pathos, and logos appeals in the op-ed</i></li> </ul> <p><b>Introduce mini-essay - Analyze the</b></p>	<p><b>Graphic Organizer for Mini-Essay</b> Students complete their graphic organizer for the mini essay we will complete tomorrow</p>	<p><b>Classwork from Lesson 2</b> Assesses <i>R.I.2B</i> Assesses <i>R.I.1A</i></p> <p><b>Independent Assignment: Graphic Organizer for Mini-Essay</b> Assesses <i>R.I.2B</i> Assesses <i>R.I.1A</i></p>	Due Date: 10/22 11:59 pm

		<p><b>Rhetoric:</b> Is Megan Thee Stallion's rhetoric in "Why I Stand Up For Black Women" <b>effective</b>? Cite specific examples from the text to support your analysis.</p> <p><b>Introduce graphic organizer</b></p> <ol style="list-style-type: none"> <li>1. State your claim (i.e. Megan Thee Stallion's rhetoric in this essay is/is somewhat/is not effective)</li> <li>2. Look for 3 examples in the text that support your ideas. Write them into the graphic organizer.</li> <li>3. Explain why/how each of those 3 examples supports your claim.</li> </ol> <table border="1" data-bbox="699 467 1079 727"> <tr> <td colspan="3">Claim: Megan Thee Stallion's rhetoric in this essay is/is somewhat/is not effective.</td> </tr> <tr> <td>Example DIRECT QUOTE</td> <td>Explain the rhetoric/appe al</td> <td>Explain how supports yo claim</td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </table>	Claim: Megan Thee Stallion's rhetoric in this essay is/is somewhat/is not effective.			Example DIRECT QUOTE	Explain the rhetoric/appe al	Explain how supports yo claim	1			2			3					
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<p><b>Lesson 3</b> <b>(Frid. 10/23)</b></p>	<ul style="list-style-type: none"> <li>I can analyze how an author uses rhetoric to advance point of view in a text</li> <li>I can analyze how an author uses rhetoric to advance purpose in a text</li> <li>I can cite relevant and thorough textual evidence to support inferences drawn from the text.</li> </ul>	<p><b>Megan Thee Stallion Op-Ed – Analysis Mini-Essay</b></p> <p><u>Do Now:</u> If you haven't done so already, submit your graphic organizers to be checked by Ms. DB</p> <p><u>Review Today's Assignment:</u> Today, students will write their mini-essays. Review the rubric to see how this assignment will be graded, and Ms. DB's example for an idea of what is expected.</p> <p><u>Writing Time:</u> Students use their graphic organizers to write their mini-essays</p> <p><u>Exit Ticket:</u> Students must have completed a reasonable amount of writing by the end of live class.</p>	<p><b>Analysis of Rhetoric in "Why I Stand Up for Black Women" Mini-Essay</b> Students finish their mini-essays analyzing the Rhetoric in Megan Thee Stallion's Op-Ed.</p>	<p><b>Classwork from Lesson 3</b> Assesses <i>R.I.2.B</i> Assesses <i>R.I.1.A</i></p> <p><b>Independent Assignment: Analysis of Rhetoric in "Why I Stand Up for Black Women" Mini-Essay</b> Assesses <i>R.I.2.B</i> Assesses <i>R.I.1.A</i></p>	<p>Due Date: 10/25 11:59 pm</p>															
<p><b>Lesson 4</b> <b>(Tues. 10/27)</b></p>	<ul style="list-style-type: none"> <li>I can explain how the central ideas of multiple texts reflect historical contexts.</li> <li>I can analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts.</li> <li>I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly.</li> </ul>	<p><b>Do Now:</b> Is it important to understand the moment in history when something was created? Explain why or why not.</p> <p><b>Mini-Lesson: What is Historical Context?</b></p>	<p><b>Analyzing the Historical Context of a Song</b></p> <p>Directions:</p>	<p><b>Classwork from Lesson 4</b> Assesses <i>R.I.3.C</i> Assesses <i>R.I.1.A</i> Assesses <i>R.I.1.D</i></p>	<p>11/01 11:59 pm</p>															

	<ul style="list-style-type: none"> <li>I can make inferences based on an analysis of what the text says explicitly.</li> <li>I can cite relevant and thorough textual evidence to support inferences drawn from the text.</li> <li>I can explain the central/main idea(s) of a text</li> </ul>	<p><b>Class Text: Stevie Wonder's "Can't Put it In the Hands of Faith"</b></p> <ul style="list-style-type: none"> <li>As a class, listen and read through the lyrics.</li> </ul> <p>Video: <a href="https://youtu.be/Kgdfxeh0WtE">https://youtu.be/Kgdfxeh0WtE</a> Lyrics: <a href="https://genius.com/Stevie-wonder-cant-put-it-in-the-hands-of-fate-lyrics">https://genius.com/Stevie-wonder-cant-put-it-in-the-hands-of-fate-lyrics</a></p> <p><b>Checking our Understanding of the Song using SOAPStone</b></p> <ul style="list-style-type: none"> <li>- Who is the Speaker?</li> <li>- What is the Occasion?</li> <li>- Who is the Audience?</li> <li>- What is the Purpose?</li> <li>- What is the Subject?</li> <li>- What is the Tone?</li> </ul> <p><b>Historical Context:</b> How does this text reflect the historical context in which it was created? Consider:</p> <ul style="list-style-type: none"> <li>When was this song created?</li> <li>What was going on in this moment in history?</li> <li>What <i>allusions</i> to that history does this song include?</li> </ul>	<ol style="list-style-type: none"> <li>Choose a Recent Song <ul style="list-style-type: none"> <li>Option 1 - Taylor Swift – Epiphany <a href="https://www.youtube.com/watch?v=DU nDkl7I9LQ&amp;ab_channel=TaylorSwiftVEVO">https://www.youtube.com/watch?v=DU nDkl7I9LQ&amp;ab_channel=TaylorSwiftVEVO</a></li> <li>Option 2 – Bon Jovi – Do What You Can <a href="https://www.youtube.com/watch?v=vh6ctK7ONo0&amp;ab_channel=BonJoviVEVO">https://www.youtube.com/watch?v=vh6ctK7ONo0&amp;ab_channel=BonJoviVEVO</a></li> <li>Option 3 – Trey Songz – 2020 Riots: How Many Times <a href="https://www.youtube.com/watch?v=yTOWpbSPcks&amp;ab_channel=Humanity">https://www.youtube.com/watch?v=yTOWpbSPcks&amp;ab_channel=Humanity</a></li> <li>Option 4– Lil Baby – The Bigger Picture <a href="https://www.youtube.com/watch?v=5zBVAAY4kE&amp;ab_channel=LilBabyVEVO">https://www.youtube.com/watch?v=5zBVAAY4kE&amp;ab_channel=LilBabyVEVO</a></li> <li>Option 5 – Choose your Own Song (must get it checked by Ms. DB)</li> </ul> </li> </ol>	<p><b>Independent Assignment: Analyzing the Historical Context of a Song</b></p> <p>Assesses <i>R.I.3.C</i> Assesses <i>R.I.1.A</i> Assesses <i>R.I.1D</i></p>	
<p><b>Lesson 5</b>  <b>(Thurs. 10/29)</b></p>	<ul style="list-style-type: none"> <li>I can explain how the central ideas of multiple texts reflect historical contexts.</li> <li>I can analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts.</li> <li>I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly.</li> <li>I can make inferences based on an analysis of what the text says explicitly.</li> <li>I can cite relevant and thorough textual evidence to support inferences drawn from the text.</li> <li>I can explain the central/main idea(s) of a text</li> </ul>	<p><b>Do Now:</b> Watch video &amp; respond <a href="https://www.youtube.com/watch?v=LJ25-U3jNWM&amp;ab_channel=AaronOverfield">https://www.youtube.com/watch?v=LJ25-U3jNWM&amp;ab_channel=AaronOverfield</a></p> <p><b>Dive Deeper:</b> Go through lyrics as a class and complete our <b>SOAPStone</b></p> <ul style="list-style-type: none"> <li>- Who is the Speaker?</li> <li>- What is the Occasion?</li> <li>- Who is the Audience?</li> <li>- What is the Purpose?</li> <li>- What is the Subject?</li> <li>- What is the Tone?</li> </ul> <p><b>Historical Context:</b> Rewatch the video, this time looking for allusions to history.</p> <ul style="list-style-type: none"> <li>What <i>allusions</i> to history does this song include?</li> <li>What can you infer about the time period based on this song?</li> </ul> <p><b>Check for Understanding:</b> Students answer several multiple choice questions regarding the historical allusions and context of the song.</p>	<ol style="list-style-type: none"> <li>Check your understanding of the song by completing a SOAPStone: <ul style="list-style-type: none"> <li>- Who is the Speaker?</li> <li>- What is the Occasion?</li> <li>- Who is the Audience?</li> <li>- What is the Purpose?</li> <li>- What is the Subject?</li> <li>- What is the Tone?</li> </ul> </li> <li>Using the song, your own knowledge, and outside resources answer: <ul style="list-style-type: none"> <li>When was this song created?</li> <li>What was going on in this moment in history?</li> <li>What <i>allusions</i> to that history does this song include?</li> </ul> </li> <li>Explain how this text reflects the historical context in which it was created.</li> </ol>	<p><b>Classwork from Lesson 5</b></p> <p>Assesses <i>R.I.3.C</i> Assesses <i>R.I.1.A</i> Assesses <i>R.I.1D</i></p> <p><b>Independent Assignment: Analyzing the Historical Context of a Song</b></p> <p>Assesses <i>R.I.3.C</i> Assesses <i>R.I.1.A</i> Assesses <i>R.I.1D</i></p>	<p>11/01 11:59 pm</p>