



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

Teacher	Del Bosque, Analia	Grade	10 th	Subject	E2 Double Dose
Week of	Nov. 2 nd to Nov. 13 th	Topic/Title	The Journey Towards Social Justice		

Lesson/Topic	Lesson Target/Objective	Synchronous/Live Instruction	Asynchronous Playlist	Assessment/Performance Task	Due Date
Lesson 1 (11/05)	<ul style="list-style-type: none"> I can review, revise and edit writing with consideration for the task, purpose and audience 	<p>Student Essay Work</p> <p>Do Now: Share your English essay with Ms. DB. What is one thing you want Ms. DB to check for or help you with in this essay TODAY? On a scale of 1-5, how URGENT do you need help? (1 = I need help ASAP; I can't keep working without immediate help, 5 = I have plenty to work on; I don't need you to help or check this until later on in class)</p> <p>Student Work Time/Conferences: Students will work on their English essays while Ms. DB conferences w/ each student 1 at a time.</p> <p>Exit Ticket: What did you work on today? What additional help or support do you need for this essay?</p>	<p>English Essay</p> <ul style="list-style-type: none"> Continue to work on your English essay <p><u>Prompt:</u> Your school is debating whether to change your textbooks and has scheduled an open meeting during which students may share their thoughts on the proposal. Using a blend of two or three writing genres (choose from expository, argumentative, narrative), write the text you would read to the school board at the open meeting to present your thoughts on the proposal. Integrate and cite (either formally or informally) material from the sources available to you with your own thoughts and/or experience</p>	<p>Classwork from Lesson 1 <i>Assesses W.3.A</i></p> <p>Independent Assignment: English Essay <i>Assesses W.3.A</i></p>	Sun. 11/08
Lesson 2 (11/06)	<ul style="list-style-type: none"> I can review, revise and edit writing with consideration for the task, purpose and audience 	<p>Student Essay Work</p> <p>Do Now: If you haven't done so already, share your English essay with Ms. DB. What is one thing you want Ms. DB to check for or help you with in this essay TODAY? On a scale of 1-5, how URGENT do you need help? (1 = I need help ASAP; I can't keep working without immediate help, 5 = I have plenty to work on; I don't need you to help or check this until later on in class)</p> <p>Student Work Time/Conferences: Students will work on their English essays while Ms. DB conferences w/ each student 1 at a time.</p> <p>Exit Ticket: What did you work on today? What additional help or support do you need for this essay?</p>	<p>English Essay</p> <ul style="list-style-type: none"> Continue to work on your English essay <p><u>Prompt:</u> Your school is debating whether to change your textbooks and has scheduled an open meeting during which students may share their thoughts on the proposal. Using a blend of two or three writing genres (choose from expository, argumentative, narrative), write the text you would read to the school board at the open meeting to present your thoughts on the proposal. Integrate and cite (either formally or informally) material from the sources available to you with your own thoughts and/or experience</p>	<p>Classwork from Lesson 2 <i>Assesses W.3.A</i></p> <p>Independent Assignment: English Essay <i>Assesses W.3.A</i></p>	Sun. 11/08

Lesson 3 (11/10)	<ul style="list-style-type: none"> I can explain how the central ideas of multiple texts reflect historical contexts. I can analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts. I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can make inferences based on an analysis of what the text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. I can explain the central/main idea(s) of a text 	<p>Do Now: Is it important to understand the moment in history when something was created? Explain why or why not.</p> <p>Mini-Lesson: What is Historical Context?</p> <p>Class Text: Stevie Wonder’s “Can’t Put it In the Hands of Faith”</p> <ul style="list-style-type: none"> As a class, listen and read through the lyrics. <p>Video: https://youtu.be/Kgdfxeh0WtE Lyrics: https://genius.com/Stevie-wonder-cant-put-it-in-the-hands-of-fate-lyrics</p> <p>Checking our Understanding of the Song using SOAPStone</p> <ul style="list-style-type: none"> - Who is the Speaker? - What is the Occasion? - Who is the Audience? - What is the Purpose? - What is the Subject? - What is the Tone? <p>Historical Context: How does this text reflect the historical context in which it was created? Consider:</p> <ul style="list-style-type: none"> When was this song created? What was going on in this moment in history? What <i>allusions</i> to that history does this song include? 	<p>Analyzing the Historical Context of a Song</p> <p>Directions:</p> <ol style="list-style-type: none"> Choose a Recent Song <p>Option 1 - Taylor Swift – Epiphany https://www.youtube.com/watch?v=DUnDkI7l9LQ&ab_channel=TaylorSwiftVEVO</p> <p>Option 2 – Bon Jovi – Do What You Can https://www.youtube.com/watch?v=vh6ctK7ONo0&ab_channel=BonJoviVEVO</p> <p>Option 3 – Trey Songz – 2020 Riots: How Many Times https://www.youtube.com/watch?v=yTOWpbSPcks&ab_channel=Humanity</p> <p>Option 4– Lil Baby – The Bigger Picture https://www.youtube.com/watch?v=5zBVAAy4lkE&ab_channel=LilBabyVEVO</p> <p>Option 5 – Choose your Own Song (must get it checked by Ms. DB)</p>	<p>Classwork from Lesson 3 <i>Assesses R.I.3.C</i> <i>Assesses R.I.1.A</i> <i>Assesses R.I.1D</i></p> <p>Independent Assignment: Analyzing the Historical Context of a Song</p> <p><i>Assesses R.I.3.C</i> <i>Assesses R.I.1.A</i> <i>Assesses R.I.1D</i></p>	<p>11/15 11:59 pm</p>
Lesson 4 (11/12)	<ul style="list-style-type: none"> I can explain how the central ideas of multiple texts reflect historical contexts. I can analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts. I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can make inferences based on an analysis of what the text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. I can explain the central/main idea(s) of a text 	<p>Do Now: Watch video & respond https://www.youtube.com/watch?v=LJ25-U3jNWM&ab_channel=AaronOverfield</p> <p>Dive Deeper: Go through lyrics as a class and complete our SOAPStone</p> <ul style="list-style-type: none"> - Who is the Speaker? - What is the Occasion? - Who is the Audience? - What is the Purpose? - What is the Subject? - What is the Tone? <p>Historical Context: Rewatch the video, this time looking for allusions to history.</p> <ul style="list-style-type: none"> What <i>allusions</i> to history does this song include? What can you infer about the time period based on this song? 	<ol style="list-style-type: none"> Check your understanding of the song by completing a SOAPStone: <ul style="list-style-type: none"> - Who is the Speaker? - What is the Occasion? - Who is the Audience? - What is the Purpose? - What is the Subject? - What is the Tone? Using the song, your own knowledge, and outside resources answer: <ul style="list-style-type: none"> When was this song created? What was going on in this moment in history? What <i>allusions</i> to that history does this song include? 	<p>Classwork from Lesson 4 <i>Assesses R.I.3.C</i> <i>Assesses R.I.1.A</i> <i>Assesses R.I.1D</i></p> <p>Independent Assignment: Analyzing the Historical Context of a Song</p> <p><i>Assesses R.I.3.C</i> <i>Assesses R.I.1.A</i> <i>Assesses R.I.1D</i></p>	<p>11/15 11:59 pm</p>

		Check for Understanding: Students answer several multiple choice questions regarding the historical allusions and context of the song.	4. Explain how this text reflects the historical context in which it was created.		
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