



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

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| Teacher | Del Bosque, Analia | Grade | 10 th Grade | Subject | English 2 |
| Week of | Nov 16 th - Nov 27 th | Topic/Title | Ambition | | |

| Lesson/Topic | Lesson Target/Objective | Synchronous/Live Instruction | Asynchronous Playlist | Assessment/Performance Task | Due Date |
|-------------------------|--|---|---|---|---------------------------------|
| Lesson 1 (11/16) | <ul style="list-style-type: none"> I can interpret visual elements of a text and draw conclusions from them (when applicable). | Nature Gallery Walk in Nearpod Analysis of a Photo <ul style="list-style-type: none"> As a class, choose a photo from the Gallery Walk to complete the analysis for https://www.archives.gov/education/lessons/worksheets/photo.html | Nature Gallery Walk <ul style="list-style-type: none"> Complete the Nearpod by making inferences and conclusions to answer the questions on the photos. | Analysis of a Photo <i>Addresses R.I.1.C</i> Nearpod Gallery Walk <i>Addresses R.I.1.C.</i> | Due Sun. 11/22 nd |
| Lesson 2 (11/18) | <ul style="list-style-type: none"> I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. | Chapter 10 Into the Wild Begin with chapter 10 of <u>ITW</u> . Students will read the SOS note written by McCandless, without being given the context of the note. Students will write their own ideas about who wrote the note, why, what situation the note's author was in and how he got in the situation. Discuss. | Leaf Rubbings On a sheet of paper record the following information. 1. Name 2. Date 3. Time 4. Address 5. City and zip code 6. County 7. State 8. County 9. Name the closest river 10. Record the temperature (fahrenheit) 11. Describe the weather today 12. Describe the season 13. Do a leaf rubbing 14. Draw your outdoor surrounding (add color). | Chapter 10 Reading & Questions <i>Addresses R.I.1.A</i> Leaf Rubbings <i>Addresses R.I.1.A</i> | Due Sun. 11/22 nd |
| Lesson 3 (11/20) | <ul style="list-style-type: none"> I can evaluate how an author's choices to structure specific parts of a text that contribute to a text's overall meaning and its aesthetic impact. | Chapter 1 Into the Wild Do Now: What items would you bring with you if you were considering a long hike or trip into a wilderness area? Why would you make these choices? NPR excerpt about Chris McCandless. Students will listen to excerpt, write a summary and a response to the audio | Photograph your “Wild” <ul style="list-style-type: none"> Look through Ms. DB’s favorite photos Notice what makes these photos visually strong and appealing (aka photography “pro moves”). What techniques have the photographers used to convey emotions, ideas, or information? Notice the use of color, various angles, zoom functions, etc. | Chapter 1 Reading & Questions <i>Addresses R.I.2.A</i> Photograph your “Wild” <i>Addresses R.I.2.A</i> | Due Sun. 11/22 nd |

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| | | Read chapter 1, continuing with response journal and guided questions. Focus on characterization of Alex/Chris, based on other characters' POV. Focus on epigraph/vocabulary as a tool to understanding Chris' character, actions and motives. | <ul style="list-style-type: none">Using those "pro moves," go out and photograph your "Wild" (3-5 photos) | | |
| Lesson 4 | Thanksgiving Break | | | | |
| Lesson 5 | | | | | |