

10th Grade English Language Arts
World Literature:
Place-Based Multicultural Pedagogy

In our world today, people from different cultures mix and work together; therefore, it is very important for students to explore cultures and its components - nationality, language, family, religion, ethnicity, gender, race, and subgroups. Examining how these components shape perceptions of self and the world around us, allows students to understand their own culture and the cultures of others. As students work toward evaluating different perspectives and adjust their own thinking when given new or contradictory information, they will also explore the concept of cultural identity and diverse cultural perspectives by examining a variety of texts. By studying a wide range of texts representing a variety of cultural perspectives, students make connections to their own lives to better understand the interrelationships among multiple cultures. Throughout the different units, the home culture of Hawai'i will be honored and incorporated in lesson plans.

Integrating the HĀ: Nā Hopena A'o framework within my classroom and lessons plans will build a deeper understanding of HĀ (Breath of life), with a big emphasis on sense of belonging, total well-being, and Hawai'i in the first semester of the school year. The Department of Education Strategic Plan, **Nā Hopena A'o (HĀ)** “supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.” Within these frameworks, three big components will be the driving force of the school year: **Hana** (Self), **‘Ohana** (Community), and **‘āina** (place & world). These components will increase the ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods. To add, this long-term plan aims for quality instruction to enable students to progress towards becoming ready for career, college and community.

Building a sense of belonging will be targeted through building relationships with diverse classmates, teachers, and community members, along with actively participating in school activities and community (assignments or extra credit opportunities). Deepening our sense of total well-being will be implemented by managing our stress and frustration levels appropriately and engaging in positive, social interaction with others to develop positive, supporting relationships (Classdojo series on Growth Mindset, DOE Health Standards, 2015). Growing a sense of Hawai'i will be embrace by learning the importance of Kealakekua and using Hawaiian words and protocol appropriately to task.

College and Career Readiness Standards (CCRS)
Grades 9 - 10

The Career and College Readiness Standards by the U.S Department of Education are “vital to ensuring student success, and to giving families and communities an accurate sense of students’ progress.” (<https://www.ed.gov/k-12reforms/standards>)

Reading Standards for Literature & Informational Texts:	Writing Standards:
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<ul style="list-style-type: none"> ● Key ideas and details ● Craft and Structure ● Integration of knowledge and ideas ● Range of reading and level of text complexity <p>RL.9-10.2: 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.</p> <p>RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI. 9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI. 9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> ● Text types and purposes ● Production and distribution of writing ● Research to build and present knowledge ● Range of writing
<p>Language Standards:</p> <ul style="list-style-type: none"> ● Conventions of standard english ● Knowledge of language ● Vocabulary acquisition and use 	<p>Speaking and Listening Standards:</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration ● Presentation of knowledge and ideas <p>S.L. 9-10.1b (Comprehension & Collaboration): Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>
<p>Fine Arts Standards:</p> <p>How the Arts are Organized:</p> <p>FA.9-12.1.1 Create original works of art using a variety of visual arts materials, techniques, and processes</p> <ul style="list-style-type: none"> ● The student: Demonstrates skill in using a variety of materials, techniques, and processes within a portfolio. <p>FA.9-12.1.2 Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design</p> <ul style="list-style-type: none"> ● The student: Creates original works of art that use elements or principles of art and design to solve visual problems. <p>FA.9-12.1.3 Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas</p> <ul style="list-style-type: none"> ● The student: Analyzes and designs original works of art which portray cross-cultural or universal themes studied in other content areas. 	<p>Drama & Theatre:</p> <p>How the Arts are Organized:</p> <p>FA.9-12.3.1 Create a script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound</p> <ul style="list-style-type: none"> ● The student: Writes and refines scripts that apply a basic dramatic structure (e.g., exposition, complication, crisis, climax, and resolution) and technical elements of stage design. <p>FA.9-12.3.2 Use collaboration and revision to develop and produce a play or scene</p> <ul style="list-style-type: none"> ● The student: Collaborates with student actors, set designers, technical directors and others to develop and revise acting skills, set design, lighting, costumes, and other aspects of a theatre production. <p>How the Arts Communicate:</p> <p>FA.9-12.3.3 Analyze the physical, emotional, and social dimensions of characters in texts and performances</p>

<p>How the Arts Communicate:</p> <p>FA.9-12.1.4 Evaluate the effectiveness of the use of elements and principles of art and design in works of art</p> <ul style="list-style-type: none"> The student: Evaluates how effectively the elements and principles of art and design have been used in their own original art work or in works of others. <p>FA.9-12.1.5 Create works of art that contain one or more symbols, themes, and metaphors</p> <ul style="list-style-type: none"> The student: Uses themes, subjects, symbols, and metaphors in the creation of original artworks that express concepts, issues, and/or personal opinions. <p>How the Arts Shape and Reflect Culture:</p> <p>FA.9-12.1.6 Evaluate the function of artwork in different cultures, careers, and historical periods</p> <ul style="list-style-type: none"> The student: Compares and uses the function of artwork among selected cultures, careers and historical periods to draw conclusions to inform own artmaking. <p>FA.9-12.1.7 Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences</p> <ul style="list-style-type: none"> The student: Creates an original work of art that reflects influences from a selected culture or historical period. <p>Music:</p> <p>FA.9-12.2.7 Analyze the significance of music and composers in various cultures and time periods</p> <ul style="list-style-type: none"> The student: Compare the role of several composers in various cultures or eras, using electronic media. 	<ul style="list-style-type: none"> The student: Reports the results of analyzing a script for clues about the inner life of a character and compares how an actor portrayed the character in a performance. <p>FA.9-12.3.4 Implement artistic choices for informal and formal productions</p> <ul style="list-style-type: none"> The student: Implements the artistic choices for an informal interpretation of a play and artistic choices for a formal interpretation of the same play. <p>FA.9-12.3.5 Develop and apply criteria to critique all aspects of a live theatrical production</p> <ul style="list-style-type: none"> The student: Critiques how well a live theatrical production has met the developed criteria. (Movie, T.V show) <p>How the Arts Shape and Reflect Culture:</p> <p>FA.9-12.3.7 Apply period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods</p> <ul style="list-style-type: none"> The student: Applies cultural and historical theatre conventions as applicable to develop and produce a play (e.g., dialect, physical mannerisms, costumes, scenery, sound, lighting, acting, directing, props, makeup).
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Semester One: Quarters 1 & 2

<p>Quarter 1:</p> <p>Unit 1: Cultural Conversations</p> <p>1.1: Previewing the Unit</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What is my cultural Identity? How do cultural experiences shape, impact, or influence our identity and perceptions? <p>Novel Study Outline & Essential Questions:</p> <ul style="list-style-type: none"> How does a small town local boy make it big? (text analysis) How does Rudy's self-perception change over time? What message do you think Chris McKinney has tried to send readers through telling Rudy Puana's story? How can you relate this message to your own future? (author's message). <p style="text-align: center;"><i>The Red-Headed Hawaiian,</i> By Chris McKinney & M.D. Rudy Puana Outline</p> <p>Chapter 1: Hānau (Born) Forward- 29 (29)</p> <p>1.2: Exploring Culture and Communication</p> <ul style="list-style-type: none"> Explore the concept of culture and the role it plays in personal perceptions 	<p>Quarter 2: Unit 2: Cultural Perspectives</p> <p>1.11-12: Perspectives on Heritage: Nonfiction</p> <ul style="list-style-type: none"> Compare and contrast characters in a nonfiction text Draw conclusions about individuals' responses to culture and explain conclusions in an essay <p>RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>Interview pages 179 -185(6) - <i>Timeline Hawai'i</i> - an illustrated chronological history of the islands</p> <p>2.1: Perspectives on Heritage: Poetry & Fiction</p> <ul style="list-style-type: none"> Analyze a poem and a short story for the author's use of literary devices to explain how specific stylistic choices support the development of tone and theme Compare & contrast how two different authors explore similar subjects and themes <ul style="list-style-type: none"> Poetry: My Mother pieced quilts by Teresa Palomo Acosta Resource: Hawaiian Quilts Short story: <i>Everyday Use</i> by Alice Walker
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- Analyze the communication

S.L. 9-10.1b (Comprehension & Collaboration): Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed

Chapter 2: Wa Kamalii (Childhood)

page 31-48(7)

1.3: Exploring Cultural Identity

- Compare & contrast how a central idea of a text is developed in an informational text and a personal essay/narrative
 - I.T.: What is Cultural Identity?
 - P.E.: Ethnic Hash
 - Chapter 2

RI.9-10.2: Determine a central idea of a text and analyze 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.

Chapter 3 Opio (Youth)

page 49-68(19)

1.4-5: “Two Kinds” of Cultural Identity

- Analyze how two characters interact and develop over the course of a text to explain how conflict is used to advance the theme
 - Theme Statement: The _____ by _____ is about _____ and reveals _____.

RL.9-10.2: 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.

RL. 9-10.3:

Chapter 4: Mau Imi Na'auao (To Seek Continued Education)

pages 69-110(41)

1.6: Two Perspectives on Cultural Identity

- Analyze a particular point of view regarding a cultural experience expressed in literature and art
- Compare and contrast the representation of a subject in a different media

RI. 9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Chapter 5: Hoomau Ana Aina (wastelands)

page 111-130(19)

1.7: Connecting Cultural Identity to Theme

- Analyze cultural elements in order to infer how cultural identity is central to the meaning of a work

RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze 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.

2.2: Argumentation in “An Indian Father’s Plea”

- Analyze the structure of an argument
- Explain how an author builds an argument
 - Essay: “An Indian Father’s Plea” by Robert Lake (Medicine Grizzly Bear)

E.A II:

- Provide 3 perspectives: (similar to ACT & AP English Language composition free response)
 - Culture does not play a role
 - Culture somewhat determines
 - Culture is everything

AP ELA prompts:

- Eulogy
 - Analyze the rhetorical strategies that Thatcher uses to convey her message (from eulogy she gave in front of Britain prime minister)

Animal Farm, by George Orwell

Chapter 6: La hoeleele (Dark Days)

page 131-141(10)

1.8: Consulting with a Mentor {Text}

- Analyze a mentor text to determine how a writer describes a multiethnic, multicultural heritage

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Chapter 7: Kimyona (Simeon)

page 142-163(21)

1.9-10: Colliding Worlds

- Analyze the structure of a text to explain how the author unfolds a series of ideas for effect

RI. 9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Chapter 8: Nui Moku Aina (Big Island)

page 164-175(11)

Semester Two: Quarters 3 & 4**Quarter 3***Unit 3: Cultures in Conflict*

- Things Fall Apart & Animal Farm*
- Folktales & Proverbs

*Unit 4: Dramatic Justice***Quarter 4:***Unit 5: Building Cultural Bridges*

- The Mālama Honua Worldwide Voyage
<https://www.hokulea.com/worldwide-voyage/>

- Globalization:

Afro-Eurasia

- Africa, Europe, and Asia
- Collective learning
- China to West of Africa
 - Silk routes

Australasia

Pacific Islanders

The Americas

Africa

	- 64, 000 20, 000 ya Asia & Australia Bering Strait into the Americas
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Quarter One

August 7 - October 6

Lesson plans will include the Department of Education initiative: Ha: Nā Hopena A'o Statements

- Implementation in classroom for Positive Behavioral Interventions and Supports (PBIS)
- Every month, I will focus on a theme aligned with the framework to develop skills, behaviors and dispositions that are “reminiscent of Hawaii's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai’i.” (DOE)
- Each lesson will target as many of the six outcomes as possible; students will learn about the outcomes the first day of school.

Nā Hopena A'o (HĀ)

<http://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>

Sense of Total Well Being - Students who exhibit this quality... → **Self-Awareness**

- Manages stress and frustration levels appropriately
- Promotes wellness in others
- Makes choices that improve the mind, body, heart, and spirit

Self-Awareness:

- The ability to accurately recognize/identify one’s own thoughts and emotions, and determine how they influence our behavior.
- The ability to accurately assess one’s own strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
 - The ability to accurately perceive one's self.
 - The ability to recognizing our strengths.
 - The ability to develop self-confidence.

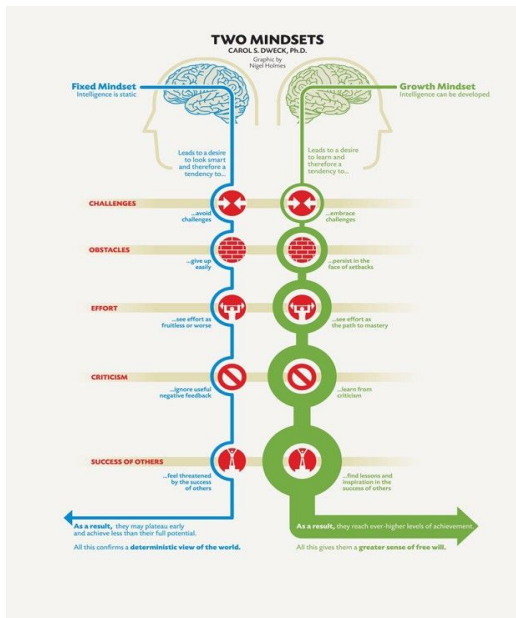
- The ability to develop self-efficacy.

Growth Mindset:

- Carol Dweck - “ posits that a key ingredient in how people learn has to do with what they believe about their own brain.
- The way you adapt → lead your life



- A “fixed” mindset says that your basic qualities (like intelligence) are set in stone. You have what you have and that’s all you’re getting.
- A “growth” mindset is the belief that your abilities can be improved through effort. And this means you can get better and hard work pays off.



One study involving 373 seventh-graders showed that just by instilling the belief that intelligence is malleable ([incremental theory](#)) in students' minds resulted in an upward trajectory of their grades over two years of junior high school, while the grades of those who retained the belief that intelligence is fixed ([entity theory](#)) stayed flat.

This all goes to show that when students are in a fixed mindset they believe their basic qualities, talents, abilities, and intelligence are beyond their control, that they have a certain amount of potential and that's *it*. But when students are in a growth mindset, they look at their talent and abilities as things that can be developed and strengthened through hard work, good strategies, or input from others; they're more willing to jump into a new situation *with chutzpah*, take on a challenge and roll with the punches. They don't view the outcomes of their efforts as dependent on their limitations. Students stuck in a fixed mindset are at a disadvantage, in this regard, because when they don't do well at something immediately they tend to quit — after all, if you don't believe you can really improve, why keep trying?

On this, Dweck writes:

"I've seen so many people with this one consuming goal of proving themselves — in the classroom, in their careers, and in their relationships. Every situation calls for a confirmation of their intelligence, personality, or character. Every situation is evaluated: Will I succeed or fail? Will I look smart or dumb? Will I be accepted or rejected? Will I feel like a winner or a loser?"

"...(In an alternative) mindset, the hand you're dealt (in life) is just the starting point for development. This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way — in their initial talents and aptitudes, interests, or temperaments — everyone can change and grow through application and experience.

'Let's talk about what you've tried, and what you can try next.'" - Add more, grow more..

1. Embrace your personal-mindset journey. Get in touch with your own personal-mindset stories. What experiences connect you to who you are today? What experiences formed a basis for your thinking patterns and your belief systems for how people learn? Embrace these experiences and work through them to adjust your lessons and empower your students.

2. Collaborate personally and professionally. Make time to check in with yourself on a daily basis. Keep a journal of your thoughts and jot down some key ideas to express your feelings each day. This personal check-in time will help you keep your thoughts and emotions in check and serve as solid ground when you communicate your ideas with others. Check out Stein's blog post on [how to be a mindful co-teacher for](#) tips on staying true to doing what you know is right for students.

3. Know your students. We must connect with our students beyond content. Try to understand your students from a behind-the-scenes view. What are their lives like outside of school? How are you connecting with parents to help bridge the gap between home and school experiences? Connect with your students' stories so you may guide them to construct meaning around their learning experiences in your classroom.

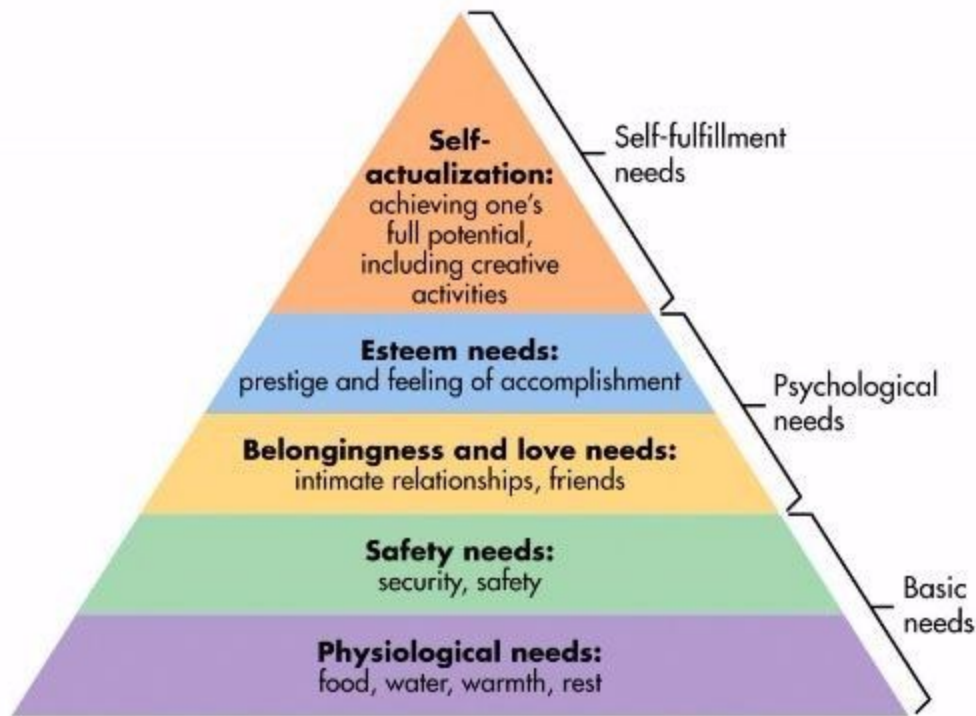
4. Create a community of learners. First, on a pedagogical level: get involved in professional learning communities — both online and face-to-face. Create and participate in professional development opportunities by attending conferences and collaborating with colleagues. [Join Twitter chats](#) to connect with educators around the globe who will welcome you into an ongoing cycle of meaningful

learning. Next, on a classroom level: foster a learning environment where your students are in tune with the sound of their own voices, and then sharing their inner ideas out loud. Encourage collaboration, strategic thinking, and problem-solving and, above all, valuing the varied perspectives of all thinkers in the classroom.

5. Keep academic content accessible to all learners. Find your balance between what you have to teach and how you will teach it. Keep a focus on creating lifelong learners. Focusing on content only creates moment-to-moment kinds of learners. Instead, instill a focus on the process of learning and you will be sure to create groups of students who know “how” to learn. This knowledge will stay with them to guide their successful learning wherever they go. A [Universal Design for Learning](#) approach is a sure way to guide expert learners who know how to learn in any setting. Check out the [Universal Design for Learning principles and guidelines here](#).

DEVELOPING A **GROWTH MINDSET**

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



- **Perceiving emotions:** the ability to recognize emotions in oneself and others as well as in objects, art, stories, etc.
- **Facilitating thought:** the ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes.
- **Understanding emotions:** the ability to interpret emotional information, messages and the actions associated with them, i.e., knowing the causes and consequences of emotions, including the influence of different emotions on thinking, learning, decisions and behavior.
- **Managing emotions:** the ability to be open to feelings and the skill to regulate them, managing one's own emotions and those of others in order to promote understanding, personal growth, and social goals.

According to Goleman, EQ is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods and control impulses. It's being motivated while remaining hopeful and optimistic when you have setbacks in working toward goals. It's empathy, i.e., knowing what the people around you are

feeling. And it's social skill — getting along well with other people, managing emotions in relationships, and being able to persuade or lead others.

- Emotional self-awareness: knowing what one is feeling at any given time and understanding the impact those moods have on others.
- Self-regulation: controlling or redirecting one's emotions; anticipating consequences before acting on impulse.
- Motivation: utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles).
- Empathy (sensing the emotions of others).
- Social skills: managing relationships, inspiring others and inducing desired responses from them.

Paul Tough:

- Classroom culture

Self-Efficacy: Engineering Little Engines that Can

- Albert Bandura: social foundations of thought and action
 - 1997: Self-efficacy
 - These beliefs are defined as the judgements (or self-perceptions) we hold about our capacity to learn or perform courses of action at certain levels of competence.
 - Provides the foundation for human motivation, well-being, and personal accomplishment: unless people believe their actions can produce outcomes they desire, they have little incentive to act or to persevere in the face of difficulties.
 - Critical factor in a person's capacity for or desire to self-correct their thoughts and actions
 - Confident individuals anticipate successful outcomes
 - Confidence in social skills anticipate successful social encounters
 - Confidence in academic progress expect high marks on exams and anticipate the quality of their work to reap them academic benefits

- self-efficacy has proven to be a more consistent predictor of behavioral outcomes than have *any other motivational constructs*.

Students growing up in adverse environments needs:

- idea that students are largely motivated by deeper psychological needs: the desire to feel connected, capable, and competent.
- “Think about the messages students are receiving implicitly and explicitly from teachers and environment.”

Psychological (psychologist) basic human needs: Autonomy, Competence, and relatedness.



Mindfulness: “paying attention on purpose” → “Presence of Heart”

1. “Please get into your ‘mindful bodies’—still and quiet, sitting upright, eyes closed.”
2. “Now place all your attention on the sound you are about to hear. Listen until the sound is completely gone.”
3. Ring a “mindfulness bell,” or have a student ring the bell. Use a bell with a sustained sound or a rainstick to encourage mindful listening.
4. “Please raise your hand when you can no longer hear the sound.”
5. When most or all have raised their hands, you can say, “Now slowly, mindfully, move your hand to your stomach or chest, and just feel your breathing.”
6. You can help students stay focused during the breathing with reminders like, “Just breathing in ... just breathing out ...”
7. Ring the bell to end.

Sense of Aloha - Students who exhibit this quality... → **Social-Awareness**

- Shows empathy towards others and appreciates their gifts
- Makes others feel welcome and comfortable
- Gives joyfully without expectation of reward

How can you Show Aloha? <https://vimeo.com/139608155>

Projects happening: <https://vimeo.com/thewonderment>

Empathy survey: https://umichisr.qualtrics.com/jfe/form/SV_bCvraMmZBCcov52?SVID=

<https://startempathy.org/>

<https://www.ashoka.org/en>

<https://www.randomactsofkindness.org/>

<http://www.rootsofempathy.org/>

<https://www.tolerance.org/classroom-resources>

<http://dalailamacenter.org/>

<https://greatergood.berkeley.edu/education>

A-B-C(Attention + Breath and body + Caring practice).

<https://vimeo.com/81492863> (empathy vs. sympathy)

Empathy an awareness of the feelings and emotions of other people.

More than the ability to understand and share the emotions of another, it's the capacity to comprehend or sincerely feel what someone else is experiencing — from within *their* frame of reference. Showing empathy is the act of placing yourself in someone else's shoes, and intentionally (or subconsciously) recognizing and responding to what that person is feeling. empathy is a hard social skill to master without a lot of practice. It takes more than just hearing someone with a sympathetic ear; it requires *listening* to them, paying attention not only to their story but *how they tell it*, focusing on the language they're using, the tone of their voice, their bodily gestures, and their facial expressions. In other words, to effectively manifest empathy, we have to tap into our "EQ," using our own emotional awareness to pick up on the verbal and nonverbal emotional cues that are being expressed by another. Sensing someone else's feelings, taking their perspective, and caring about their concerns can also mean shouldering some of their burden. But as challenging or draining as this may be, making empathic connections with others builds bridges that enforce trust, foster understanding, and strengthen relationships — outcomes that are healthy and positive for both people involved.

Sympathy is the ability to express "culturally acceptable" condolences to another's plight. If you're like me, this often includes a "helpful" attempt to point out a possible silver lining in their situation. (Pro tip: No matter how well-intentioned your positivity may be, people in the throws of distress do not want to hear about the silver lining... ever.) This is why it's important to realize that when we share our feelings with others, we are often looking for an *empathetic* response — not sympathetic platitudes. We don't want to be judged, we often don't want advice or a quickie solution, and we definitely don't want to be told how we should feel. Think of it this way: Whereas sympathy could be considered the act of "feeling *for*" someone, empathy is "feeling *with*" that person.

"perspective-taking," both in seeing the world through the eyes of their peers *and* in seeing the world through the eyes of people they've never even met (e.g., students living in a war zone, or historical figures they're reading about). It also requires creating an inclusive, open-minded classroom culture that's free of judgment. This one's a biggie. Judging another person's situation or problem not only discounts their experience but, from a pedagogical standpoint, it allows kids to reflexively shield themselves from the emotional pain of others in lieu of using their SEL skills to recognize, relate to, and respond with kindness to someone else's display of feelings.

- The ability to take the perspective of and empathize with others.
 - The ability to appreciate diversity and connect with people from diverse backgrounds and cultures.
 - The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
 - The ability to develop tolerance and respect for others.
1. Literature
 - a. Window books (learning about people who are different than us)
 - b. Affirmation (mirror books)
 2. Use the news:
 3. Build up anti-bias:
 - a. Explicit lessons on identity
 - b. SELF development lessons as the foundation

Diversity panels: Stand up if:

- You speak more than one language
- You have been bullied

I'm a good person. I deserve to be treated with kindness and respect.

I'm special and unique. I'm valuable and worthwhile... just the way ia ma.

I'm brave and courageous. I believe in myself.

Sense of Hawai'i - Students who exhibit this quality... → **World Citizen**

- Treats Hawai'i with pride and respect
- Shares the histories, stories, cultures, and languages of Hawai'i
- Has an interest in comparing and contrasting different cultures and points of view

<http://www.civilbeat.org/projects/the-micronesians/>

Culminating Project for Nā Hopena A'o (HĀ) (March 27 - April 30)

- Curation project → country of choice
- Culture Identity Essay

Grit:

kids need to be taught that they're *supposed* to suffer or struggle when working hard on a challenge that exceeds their skill level; it should be instilled in students that they're *supposed* to feel confused, and that frustration is probably a sign that they're on the right track and need to stick it out (despite the natural human aversion to mental effort or feeling overwhelmed) so they can evolve. Duckworth also contends that grit requires self-discipline and self-control, both of which are heavily regulated by emotions.

Hw:

- Pick someone who has shown grit
- Create the perseverance walk → take us on their journey

Goals - things that got in the way -- achieving his goal

Write about my family → Perseverance

- Aunt who is a dentist
- S.M.A.R.T Goals
- Teaching Grit
- Resilience roundup

Half full cup:

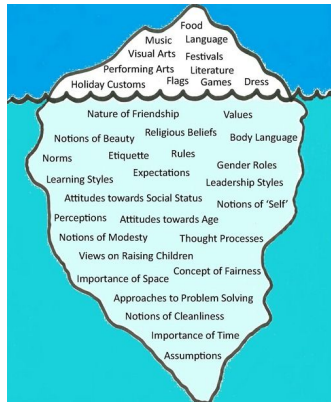
- What do you see here? Half full? Half empty?
1. Mindsets
 - a. Fixed and growth mindset (Nature vs. nurture)
 - b. Teach students about the impact of thoughts and beliefs on their ability to succeed.
 2. Teach students how to work with their emotions.

Designer, instructor, role model, cheerleader, tour guide, entertainer, conductor, sculptor, coach, gardener, mentor, warden.

	Monday	Tuesday	Wednesday	Thursday	Friday
Product/Assessment					
<p>Week 1</p> <p>Skills:</p> <p>-</p> <p>Collaboration/teamwork, coordination, memorization</p> <p>Product/Assessment</p>	<p>August 7: Students' First Day</p> <p>Sense of Belonging Activity: Icebreaker</p> <ul style="list-style-type: none"> Students will celebrate each other by getting to know classmates: Guts on the Table activity Introduce self to help students build a connection to our classroom <p>Brave Space Agreements</p> <ol style="list-style-type: none"> One mic Step up, Step down Respect Don't Yuck my Yum Have fun 	<p>8 Per. 8, 1, 3, & 5</p> <p>Things you will need on Elmo (10 min)</p> <ul style="list-style-type: none"> Syllabus Contract for the class Pick a number from the box → Assigned seat (temporary) <p>* Take a deep breath</p> <p>* Observe surrounding</p> <p>* Jot down notes</p> <p>* Questions & Answers</p> <p>Do now:</p> <ul style="list-style-type: none"> Name tag activity (25 min) <p>Classwork:</p> <p>Getting to know each other: Guts on the Table</p> <ul style="list-style-type: none"> Interview table mate: 3 min each (10 min) Presentation of classmate (15 min) <p>Exit ticket:</p> <ul style="list-style-type: none"> Reminders of what to bring & parent/student contract 	<p>9</p>	<p>10</p> <p>Warm up activity (5 min)</p> <p>1, 2, 3 activity: Ice-Breaker (1-2-3)</p> <ul style="list-style-type: none"> Skill: Coordination, teamwork, memorization <ul style="list-style-type: none"> Step 1: Snaps Step 2: Clap Step 3: Stomp Celebrate when getting the steps wrong <p>* Get a piece of yarn</p> <p>* Add to the ball</p> <p>→ The Four Agreements Lesson & Brave Space Agreements cont.</p> <p>→ Review Slide show</p> <p>Assign computers</p>	<p>11</p> <p>Per. 2</p> <p>Energizer</p> <p>Behaviors we do not want to see</p> <p>Commitment to rules</p> <p>Google Classroom</p> <p>Pick one of 4 agreements to implement</p> <p>Add to ball</p> <ul style="list-style-type: none"> Recap lesson Who can share what we learned? Let's pick a random person to reiterate what we need to work on in the next 10 min. <p>Per. 4: Finish Presentations</p> <p>Per. 6: Finish Presentations</p> <p>→ The Four Agreements Lesson & Brave Space Agreements cont.</p> <p>→ Review Slide show</p>
<p>Week 2</p>	<p>14 Warm up activity: Name Recall</p> <ul style="list-style-type: none"> Set up our journal and Binder In Journal: Word choice (Vocabulary) Write down your login in! Other half of journal will be for Conventions (Grammar) Write down your login to NoRedInk JOURNAL ENTRY #1: SENSE OF BELONGING 	<p>15</p> <p>Per. 1 & 5:</p> <ul style="list-style-type: none"> Classdojo: Growth mindset video Interactive Journal set-up Journal Entry #1 Pictures 	<p>16 (Warm up activity: Name Recall)</p> <p>Period 2: Sense of BELONGING</p> <ul style="list-style-type: none"> Share app with students Atypical Show (netflix) <p>Video of Leadership through dancing guy</p> <p>YEARBOOK PICTURES!</p> <p>Do now:</p> <p>Social Awareness: Journal entry #2</p> <p>Classwork:</p> <p>Project Overview</p> <p>Exit ticket:</p> <p>The Magic of Mistakes</p>	<p>17 Warm up activity: Name Recall</p> <p>Warm up:</p> <ul style="list-style-type: none"> Breath Stretch <p>Do Now: journal Entry #2</p> <ul style="list-style-type: none"> social awareness <p>Classwork:</p> <ul style="list-style-type: none"> NoRedInk set-up & diagnostics <p>Exit ticket:</p> <ul style="list-style-type: none"> Project overview <p>*BEGAN STAR CONFERENCES</p> <p>WITH PER. 1 & 5 → FINISH AND</p> <p>ADD envelop to the rest of the students</p>	<p>18</p> <p>STATEHood Day</p>
<p>WEEK 3</p> <p>Evans: chapter 3 done</p> <p>Odss: nees chapter 2</p> <p>Classdojo series</p>	<p>21: STAR conferences</p> <p>Per 6: Add yarn to community ball</p> <p>Per. 2:</p> <p>Warm-up: Stretch</p> <p>Do now:</p> <ul style="list-style-type: none"> Journal entry Introduce agenda and Project overview Students to reflect why they picked the person and what similarities did 	<p>22: Training (get sub)</p> <p>Do now:</p> <ul style="list-style-type: none"> Journal entry Journal entry from google classroom <p>Classroom:</p> <ul style="list-style-type: none"> Parts of speech notes in Grammar tab from blue book NoRedInk assignment 	<p>23</p> <p>Warm up:</p> <ul style="list-style-type: none"> Stretch <p>Do now:</p> <ul style="list-style-type: none"> Lesson overview Project objectives: What, How, Why Rubric <p>Classwork:</p> <ul style="list-style-type: none"> STAR test 	<p>24 Share 11th grade planning (monday)</p> <p>STAR test</p> <p>SLO:</p> <ul style="list-style-type: none"> Writing (6 Traits of writing) Reading (STAR test & Achieve 3000) 	<p>25 (Make-up STAR test)</p> <ul style="list-style-type: none"> Use calendar for Birthdays! <p>Period 1:</p> <p>Episode 2, 3,4</p> <p>Video of Leadership through dancing guy</p> <p>Do now: Journal Entry</p> <p>On a scale of 1 - 10 (10 being the</p>

	<p>they have, how do they aligned with student values and beliefs</p> <p>Classwork:</p> <ul style="list-style-type: none"> - NoRedInk Diagnostic - Reflection on Grammar tab <p>Reading Conferences</p> <p>Exit ticket:</p> <ul style="list-style-type: none"> - Project options <p>Begin working on project options when done with diagnostics</p>	<p>Exit Ticket:</p> <ul style="list-style-type: none"> • Project overview: Decide which project you want to do • Reflect on why you choose them person who you interview 	<ul style="list-style-type: none"> • STAR conferences <p>Parts of Speech notes</p> <ul style="list-style-type: none"> • Once you're done with your test • Take notes on grammar tab <p>Exit ticket:</p> <p>Honors:</p> <ul style="list-style-type: none"> - GALLERY WALK 	<p>- Grammar (NoRedInk)</p>	<p>best, and 1 being the worst) How am I feeling today? If I had to give my feeling one adjective, what would it be? If I am not a 10, what is one thing I could do to raise my number today</p> <p>Classwork: Staying the Course</p> <ul style="list-style-type: none"> - Finish NoRedInk with notes - STAR test? - Project
Week 4	<p>28 1.1: Previewing the Unit & Exploring culture & communication (1.2)</p> <p>Do now: Journal Entry</p> <ul style="list-style-type: none"> • Define culture • Share with class, create poster with ideas <p>Classwork:</p> <ul style="list-style-type: none"> - Write down examples of culture in journal (notes tab) - Video <p>Exit ticket:</p> <p>Project Presentations</p>	<p>29 Previewing the Unit Do now:</p> <ul style="list-style-type: none"> - Learning targets - Journal entry <p>Classwork: Notes Tab:</p> <ul style="list-style-type: none"> - Define culture - Share ideas to add to the bottom of our notes <p>Per. 5:</p> <ul style="list-style-type: none"> - Zine-Reading labs <p>Students will notes on their Notes tab (model how to take notes) in order to remember the steps to login:</p> <ul style="list-style-type: none"> - Clever → Springboard - Vocabulary: Zinc Reading Labs - Write down vocabulary words in Word choice tab 	<p>30 1.3: Exploring cultural identity</p> <p>Do now: Recap/Review</p> <ul style="list-style-type: none"> - What did we learn - Visual prompt <p>Classwork: what is cultural identity?</p> <ul style="list-style-type: none"> - Vocabulary → due next week - Skim strategy - Listen & follow - Annotate & read <p>Exit ticket:</p> <ul style="list-style-type: none"> - Exploring cultural images - Pair share - Independent worksheet to answer question 	<p>31 Per. 1: Was able to look at photos</p>	<p>1 Collaboration Day</p> <p>Periods: 1, 2, & 5:</p> <ul style="list-style-type: none"> - Begin chapter 1 <p>Honors: Chapter 3 & 4</p> <ul style="list-style-type: none"> - Questions due WED
Week 5	<p>4. Labor Day</p>	<p>5</p> <p>PC Day</p> <p>* explore the concept of culture and the role it plays in personal perceptions</p> <p>* Compare & contrast how a central idea of a text is developed in an informational text and a personal essay</p> <p>Last week:</p> <ul style="list-style-type: none"> - Reading workshop: WHAT DID WE COVER? REVIEW - Finish graph with photos <p>Assign H.W: fill in graphic organizer with questions about you and how the reading helped you</p>	<p>6 Do now:</p> <p>Quizlet Live</p> <ul style="list-style-type: none"> - Review vocabulary of "What is Cultural Identity?" <p>Classwork:</p> <ul style="list-style-type: none"> - Open article, finish your comments (6 min) - Review comments and/or add new comments - Share with a peer (4 min) <p>Exit ticket:</p> <ul style="list-style-type: none"> - Graphic organizer → things representing self 	<p>7 Per. 1:</p> <ul style="list-style-type: none"> - Finish question tomorrow on Paper #1 - Fill in graphic organizer about who they are for homework 	<p>8 Do now:</p> <ul style="list-style-type: none"> - Brainstorm (graphic organizer) <p>Classwork:</p> <ul style="list-style-type: none"> - Prewrite - Draft <p>Writing prompt based on Graphic organizer</p> <p>Honors:</p> <ul style="list-style-type: none"> - Mini lesson on 3 paragraph essay - Draft & prewrite for homework

		- The RHH questions due Friday; ask students if they need to take the chapter with them			
Week 6	<p>11 Honors: Do now: Kahoot</p> <p>RHH ReviewClasswork:</p> <ul style="list-style-type: none"> - Essays & Rubric - Partner share & edits → Publish <p>Exit ticket:</p> <ul style="list-style-type: none"> - Vocabulary <p>Review</p> <ul style="list-style-type: none"> - Key Ideas & Details questions <p>New term: literary term</p> <ul style="list-style-type: none"> - Voice <p>Review previous lesson:</p> <ul style="list-style-type: none"> - Formal & Information voice - Kahoot <p>Classwork: Writing prompt (compare & contrast)</p> <ul style="list-style-type: none"> - Create own iceberg of identity (depict your identi 	<p>12</p> <ul style="list-style-type: none"> - On the back of the page: WORKING FROM THE TEXT: • What is your understanding of cultural identity based on this text(s)? • Reflect on invisible aspects of your culture. What differences exist between you and your culture? • What are some examples of your culture? Explain how these aspects are dynamic <p>Compare & Contrast C.I text with E.hash Explanatory Writing Prompt</p> <ul style="list-style-type: none"> • What are the values of immigration <p>Journal entry</p> <ul style="list-style-type: none"> - Gratitude statements & affirmation <p>Google form:</p> <ul style="list-style-type: none"> - How well do you know yourself? - How are you feeling in your wellness? <p>Classwork:</p> <p>Ethnic Hash: Personal Essay (7:13) by Patricia J. Williams from <i>Transition</i></p> <ul style="list-style-type: none"> - Vocabulary - Follow annotation protocol - Listen to article 	<p>13</p> <p>Do now: 20 min</p> <ol style="list-style-type: none"> 1. GenEd: Essay with Rubric 2. Continue working on paper <p>Classwork:</p> <ul style="list-style-type: none"> - Zinc reading labs (10 min) <p>Define title</p> <ul style="list-style-type: none"> - Ethnic Hash <p>Per. 6:</p> <ul style="list-style-type: none"> - Listened to article - Did ideas and so on - Will take notes on Friday & do WP <ul style="list-style-type: none"> • What is my cultural Identity? • How do cultural experiences shape, impact, or influence our identity and perceptions? <p>Add about yourself</p> <p>Things to include:</p> <ul style="list-style-type: none"> - 1 of the 4 agreements - Class goal - Personal Goal 	<p>14 Do now:</p> <ul style="list-style-type: none"> - Essay overview (option on RHH as HW) <p>Classwork:</p> <ul style="list-style-type: none"> - Finish Essay - Zinc Vocabulary <p>Exit ticket:</p> <p>Journal Entry:</p> <ul style="list-style-type: none"> - Affirmations <p>Journal entry on summer or the first week of school</p> <ul style="list-style-type: none"> - Reflect - Total well-being: how am I feeling? Acknowledge the emotions you are feeling (use your senses- requirement) - Imagery - Google form? <p>Na Hopena A'o statements</p> <p>Introduction w/ google slides</p>	<p>15 Make - up work</p> <p>Hasan-Minhaj</p> <ul style="list-style-type: none"> - India - Hindu & Muslims - Growing up in Davis Ca. • Wanting to be white → a struggle many individuals go through



- Review Two Kinds
- Work through answering questions

You can choose to do a straightforward family history that makes a clear connection to Hawaii's history, or you can create a product of art, media, or other format of your choosing.

Review your Ethnic hash notes

- Answer questions (two out of the many?)

Mini lesson on:

- Formal & Informal voice
- Compare contrast
- Informal /academic voice

Classwork:

- RHH Reading

Honors: Chapter 4

Gen Ed: Chapter 2 & 3

Exit ticket:

Questions → Homework

Homework: Writing prompt based on

Graphic organizer

Bring book by next Friday, since we will begin doing Silent reading during Fridays

- Points for those who bring their book with proper lexile

18 Do now:
Accept suggestions
Reflection on Essay
Vocabulary (Zinc)

Classwork:

- Take notes
- Listen to article
- Draft compare & Contrast

20
Frida Kahlo lesson

Mindfulness

Emotions are powerful: they can either overwhelm you, or become your best friend. Take your students on a journey to understand how they can manage their powerful emotions through

Frida

mindfulness. This set of activities was created in partnership with Yale University's Center for Emotional Intelligence.

Frida

19

20

21

22 ~~By any other Name~~

25 ~~By Any Other Name~~ review

Do now:

- Journal Entry or Artist Statement about art piece

Classwork:

We have already talked about identity and have reflected on who we are as individuals through our journal entries, object reflection, art piece, now we are going to try to answer our second essential question to our explanatory essay:

Things to consider and putting what we have learned into practice:

- Essay format
- Follow Honoka's example
- How do cultural experiences shape, impact, or influence our identity and perceptions?

Well first we need to break up the prompt

THESIS LESSON & statement:

26

Draft on Monday & Tuesday

Type up on Wed

27

Philosophical Chairs

Portrait

28

29

Accordion paragraph about self portrait

- Show the different

Consulting with a Mentor Text (1.8)

	<p>Cultural experiences ____, ____, ____, our identity and perceptions.</p> <p>Each paragraph will</p> <p>Portrait</p> <ul style="list-style-type: none"> - Parallel Structure (1.7) 				
	<p>Description</p> <p>Compare & contrast</p> <p>Essay structure</p>	<p>Inform & Explain</p> <ul style="list-style-type: none"> - The process 	<p>Blog Post!</p> <ul style="list-style-type: none"> - Essay - Visual 		<p>H.W:</p> <p>Google slide for them to add (make a copy of self presentation for each class; students will add their input in there after brainstorming in their name tags)</p> <ul style="list-style-type: none"> ● Provide a google slide with story of self ● Provide link to students ● Students will add information about them ● Symbols, quotes ● Google slide will be kept for other new members to see ● See exemplar: https://docs.google.com

com/presentation/d/1V8WZT1xeZEwJ00Xbt8eBM7WD2QtyMoUO6XJW_KHDLLo/pub?start=true&loop=true&delayms=3000

- Provide link with rotating slides → File - Publish to web - pick the seconds per slide - publish.

Embedded Assessment:

- Cultural Identity Essay → Reflective essay (show examples and provide information)
- Timed essay based on notes: provide 3 different perspectives

Project: The Red-Headed Hawaiian

Standards

- Explore the concept of culture and the role it plays in personal perceptions
- Compare and contrast how a central idea of a text is developed in an informational text and personal essay
- Analyze a particular point of view regarding a cultural experience expressed in literature and art
- Compare and contrast the representation of a subject in different media

Thesis statement:

- Provide the thesis
- Students will look for evidence in the text (reading and linking back to writing)

Next:

- Provide evidence for thesis statement
- Create thesis

Quarter 2: Author's Intent

Social and Emotional Learning:

Get the Big Picture:	Internalize Outcomes
Understand the Instructional Sequence	Own the Activity

Quarter 2: Cultural Perspectives

- Animal Farm for Part II: Argumentative Essay → Socratic Seminar

- Draw each character with characteristics (breakdown dependent of groups)
- The setting: each person will get a chance to draw something
- Assign characters with MASK so each person knows who is talking and which characters are in certain scenes → drama tools

* Burro Genius

- The Circuit: Narrative

Start unit 2:

- An Indian Father's Plea

1. Relate brainwashing to their lives. Part of successful brainwashing is the repetition of ideas – the changing of ideas. Students encounter subtle brainwashing in their lives. The easiest way to teach this (she taught me) was to show advertisements. Open up any magazine, preferably a fat one with gobs of ads. Start flipping through. What do you see? Repeats – brainwashing of products. Lipsticks, mascaras, baseballs, video games – no matter what topic, you can show students that repetition is a major part of advertising. And why? Because marketing executives know repetition works! The pigs were marketing themselves and their beliefs to the other animals. Show students this quick read that states, “Repetition is fundamental to the success of any advertising program.” The pigs knew that too.

2. Understand the hen-confession-scene. The most difficult section of the book for students is when hens confess to crimes they didn't commit. Understanding these scenes requires a psychological explanation. Why would people confess to something they didn't do?! On the simplest of scales, bullied victims will align themselves with their bullies to end the teasing. Victims will go along with odd requests to be liked, to be left alone. Here, the hens were under stress to please Napoleon. This video from History can help students understand the situation.
3. Add the Seven Commandments to a wall. This takes planning, but I wrote out the Seven Commandments one year, and my students talked about it for the next two years. I used a poster board and wrote the commandments. As I assigned chapters, I replaced one poster board with another, modifying the commandments as the pigs did. We would discuss the additions/subtractions during review. I never told students about switching the poster boards; I waited for them to notice. And- what! Students don't notice the changes immediately? Even better. Now they can see how easy it is to overlook something staring you in the face.
4. Map how the pigs are never the other animals' equals. Before the pigs took over the farm, they had taught themselves to read – automatically making themselves advanced. The increments of learning and regard from the pigs make equality long gone before the other animals catch on. Have students find the examples of how the pigs “better” themselves. Plus, this opens the door to a writing assignment concerning ‘equality’ and their society today. It's beautiful when the unit and lessons align, right

Tools for Writing: Grammarly.com → set up account & Paper rater...

Transitions: First, next, furthermore/therefore, the author claims, lastly/finally

	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Wee k 1</p>	<p>16 Do now: Journal Entry</p> <ol style="list-style-type: none"> 1. Fall Break 2. Respond to quote <p>Remind students of our goals</p> <ul style="list-style-type: none"> - Goal setting <p>Classwork: overview of achieve 3000</p> <ul style="list-style-type: none"> - Go over research - Provide reading tracker - Provide student login information <p>Reading:</p> <ul style="list-style-type: none"> - Achieve 3000 level set - Conference with teacher when pau <p>Exit ticket:</p> <ul style="list-style-type: none"> - Begin exploring articles 	<p>17</p> <p>Next lesson:</p> <ul style="list-style-type: none"> - Bingo - Parts of speech quiz - Vocabulary test <p>Graphic organizer</p> <p>Honors:</p> <ul style="list-style-type: none"> • Provide RHH questions for Socratic Seminar on Wednesday 	<p>18 (Honors) Do now:</p> <ul style="list-style-type: none"> - Review answers to questions <p>Classwork:</p> <ul style="list-style-type: none"> - Socratic seminar - Siddhartha books - Quizlet Quiz <p>Exit ticket:</p> <ul style="list-style-type: none"> - Bingo <p>Do now:</p> <ul style="list-style-type: none"> - Quizlet: Vocabulary Text <p>Classwork:</p> <ul style="list-style-type: none"> - Reflection <p>Exit ticket:</p> <ul style="list-style-type: none"> - Bingo 	<p>19 Period 1 & 2:</p> <p>Do now:</p> <ul style="list-style-type: none"> - Conflict Notes <p>Classwork:</p> <ul style="list-style-type: none"> - Achieve 3000 	<p>20 Honors:</p> <p>Do Now:</p> <ul style="list-style-type: none"> - Conflict <p>Classwork:</p> <ul style="list-style-type: none"> - NoRedInk - Zinc Reading Labs - Achieve 3000 diagnostic <p>Siddhartha E.C</p> <p>Mini lesson: conflict</p> <ul style="list-style-type: none"> - Self (internal) - Society (external) - World
	<p>23 SEL Conference</p> <p>Do now:</p> <ul style="list-style-type: none"> • Read "By Any Other Name" independently <p>Classwork:</p> <ol style="list-style-type: none"> 1. Text dependent questions 2. Graphic Organizer <p>Exit ticket:</p> <ul style="list-style-type: none"> • 5-8 sentence summary about the conflicts in the text 	<p>24 Co-Teaching Training</p>	<p>25 Do now:</p> <ul style="list-style-type: none"> - Parallel structure <p>Classwork: Identify Parallel structure in text</p> <ul style="list-style-type: none"> - NoRedInk - Summarizing (back of the room) → follow posters - Listen to reading on Springboard if absent - Fill in graphic organizer <p>Exit ticket: Happa</p> <ul style="list-style-type: none"> - Annotate for parallel structure - Central idea by filling in pg. 43 - Graphic organizer information 	<p>26</p> <p>Period 3:</p> <p>Being lesson from Tuesday</p> <p>Practice skills we have practice</p>	<p>27 25 SB Assessment: 1.7-1.8</p> <p>Do now:</p> <ul style="list-style-type: none"> - Review: Consulting with a Mentor (text): Happa <p>Classwork:</p> <ul style="list-style-type: none"> - Assessment <p>Exit ticket:</p> <ul style="list-style-type: none"> - NoRedInk - Zinc reading labs: TwoKinds - Reading Two Kinds (HW)
	<p>30 Do now: Learning target</p> <ul style="list-style-type: none"> - Recap of Parallel structure <p>Classwork:</p> <ul style="list-style-type: none"> - Zinc Reading Labs: "Two Kinds" - Make up work: SB assessment, NoRedInk - Agree/Disagree activity - About the author with review of H.W <p>Exit ticket: Reader Theater group</p> <ul style="list-style-type: none"> - Break students into groups 	<p>31 FRIDA KAHLO</p>	<p>1 Do now: Get with group</p> <p>Classwork:</p> <ul style="list-style-type: none"> - Perform your chunk - Answer questions together - Fill in graphic organizer on pg. 32 <p>Exit ticket/HW:</p> <ul style="list-style-type: none"> - Questions - Theme statement? - Synthesis Graphic organizer 	<p>2 Begin reading Two Kinds</p> <ul style="list-style-type: none"> - Break down chunks for H.W 	<p>3 Do Now:</p> <ul style="list-style-type: none"> - A few Elements of poetry notes... <p>Classwork:</p> <ul style="list-style-type: none"> - Read poem - Answer questions <p>E.T.H.W:</p> <ul style="list-style-type: none"> - Brainstorm your poem <p>Poetry: Cultural identity in mind</p> <ul style="list-style-type: none"> - Illegal alien - Another poem - Tone - Diction - Imagery
	<p>6 Assessment: Two kinds & illegal Poetry Targets:</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p>	<p>7 Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal</p>	<p>8 Do now:</p> <ul style="list-style-type: none"> - Quizlet live from vocabulary of last week with poetry terms - Ask students about collaboration and best strategies to win the game. 	<p>9 Poetry of Journal Hyperdoc</p>	<p>10 Veteran's Day NO School</p> <ul style="list-style-type: none"> - Catch up with reading - Fill in graph - Finish Poem - Finish "Understanding Your Music"

	meanings	tone).			
	<p>13 Share poems</p> <ul style="list-style-type: none"> Personal Essay Two ways to Belong in America Review “Two Kinds” Show The Joy Luck club video Create theme statement <p>Do now:</p> <ul style="list-style-type: none"> Turn in original poem Prepare for timed-essay next week 	<p>14 Per. 1:</p> <p>Per. 5:</p> <p>Do now:</p> <ul style="list-style-type: none"> Letter for lyric Finish poem doc → due Thursday <p>Classwork:</p> <ul style="list-style-type: none"> Thinking map Pair reading Essay breakdown 	<p>15 * What surprised me strategy!</p> <p>An Indians Father Plea</p> <ul style="list-style-type: none"> Compare & Contrast characters on venn diagram 	<p>16Per. 5: turn in poem</p> <p>Do now: Pair reading</p> <ul style="list-style-type: none"> Fill in thinking map <p>Mid-quarter grades</p>	<p>17 Per. 1 &2:</p> <ul style="list-style-type: none"> Thesis statement/claim <p>Classwork:</p> <ul style="list-style-type: none"> Review text and fill in graphic organizer <p>Per. 4 & 6:Thesis</p> <p>Classwork:</p> <ul style="list-style-type: none"> Text based questions Fill in graphic organizer <p>Per. 5: Review writing prompt</p> <ul style="list-style-type: none"> Continue with brainstorm for Timed Essay!!!
	<p>20 Timed Essay</p> <p>Writing Prompt:</p> <p>Does a person’s culture greatly informs or influences the way one views the world?</p> <p>Greatly - Sometimes - Rarely</p> <p>Provide examples</p>	<p>21 Tripod Survey</p> <ul style="list-style-type: none"> Timed essay <p>Honors: Homework</p> <ul style="list-style-type: none"> Letter to parent 	<p>22 Audible listening → summary?</p> <p>Honors</p> <p>Do now:</p> <ul style="list-style-type: none"> Overview of Siddhartha Due dates Early turn in Due after Winter Break 	<p>23 Thanksgiving Break</p>	<p>24</p>
	<p>27 Going forward:</p> <ul style="list-style-type: none"> STAR Test coming up Next school year registration Provide reading packets: short stories due next week; this will be the book report section <ol style="list-style-type: none"> Syntax Journal entry with syntax and transition words <p>Classwork: New unit</p> <ul style="list-style-type: none"> Narratives, what do they have? Group work to identify elements Now that we have review our elements, we are going to put the practice into work! <p>Students will create own stories with 4 photos:</p> <p>Exit ticket: Write your story, be ready to share next class on a Blog post! With the pictures you took</p> <ul style="list-style-type: none"> Funny in Farsi Read <p>Do now:</p> <ul style="list-style-type: none"> HA Framework <p>Classwork:</p> <ul style="list-style-type: none"> Game: put the elements together Winner gets extra points Exposition Rising action Climax Falling action <p>Classwork: Create a short story using photos (pre-assessment)</p> <ul style="list-style-type: none"> Grab 5 photographs Begin writing a short story Beginning, middle, end <p>Extra-credit if you create a blog post, google slide, storyboard, or poster.</p>	<p>28 Per. 1:</p> <ul style="list-style-type: none"> Finish essay Do reading assessment <p>Review narrative elements</p> <p>Lesson one: Animal Farm</p> <p>Objectives:</p> <ul style="list-style-type: none"> To introduce the <i>Anima Farm</i> unit To distribute books and other related materials To introduce the element of persuasion <p>Materials:</p> <p>Find funny advertisements and commercials (magazines, billboards,, and youtube)</p>	<p>29 Do now: Review syntax</p> <ul style="list-style-type: none"> Reteach the google slide Go over the 4 sentences <p>Classwork:</p> <ul style="list-style-type: none"> advertisements About the author notes Animal Farm packet <p>Exit ticket: Listen & answer questions</p> <p>Honors:</p> <p>Do now: Review syntax</p> <ul style="list-style-type: none"> Reteach the google slide Go over the 4 sentences <p>Classwork:</p> <ul style="list-style-type: none"> NoRedInk Work on short story → draft & Blog post by 	<p>30 Per. 1: syntax</p> <ul style="list-style-type: none"> Google slide NoRedInk <p>Classwork: Narrative</p> <ul style="list-style-type: none"> Created a short story, due Tuesday <p>Exit ticket: Animal Farm packet</p> <p>Per. 3:</p> <p>Do now: Zinc vocabulary</p> <p>Classwork: small groups</p> <ul style="list-style-type: none"> Achieve 3000 Breakdown/ marking the Bill of Rights 	<p>1: Per. 1:</p> <p>Do now:</p> <ul style="list-style-type: none"> Work & finish short story <p>Classwork: Animal Farm</p> <p>Exit ticket: Worksheets</p> <p>Per. 2:</p> <p>Do now: Review chapters 1 & 2 (5 min)</p> <p>Classwork: Chapter 3</p> <ul style="list-style-type: none"> Finish packet Begin working on research <p>Exit ticket:</p> <ul style="list-style-type: none"> Begin reading ch. 4 <p>Homework:</p> <p>Ch.4 & 5</p> <p>Per. 3: Finish small groups</p> <ul style="list-style-type: none"> Quizlet live <p>Per. 4 & 6:</p> <ul style="list-style-type: none"> Grammar Curation: Brainstorm ideas, based

	<p>Classwork: Review H.W (narratives from SB)</p> <p>Honors</p> <p>Do now:</p> <ul style="list-style-type: none"> - Overview of Siddhartha - Due dates - Early turn-in 	<p>Per. 1:</p> <p>Do now: Timed-essay</p> <ul style="list-style-type: none"> - Typed it out <p>Classwork: Reading Assessment</p> <ul style="list-style-type: none"> - Test <p>Exit ticket:</p> <ul style="list-style-type: none"> - Achieve 3000 <p>Per. 5</p> <p>Do now:</p> <ul style="list-style-type: none"> - Reading assessment <p>Classwork:</p> <ul style="list-style-type: none"> - Syntax & Journal entry <p>Exit ticket: Animal Farm</p> <ul style="list-style-type: none"> - Assigned books - Read ch. 1 & 2 for H.W 	<p>Monday</p> <p>Exit ticket:</p> <ul style="list-style-type: none"> - Curation - Outline of what to curate when it comes to siddhartha <p>Siddhartha link to Into the Wild</p> <ul style="list-style-type: none"> ● Print out vocabulary <p>Do now:</p> <ul style="list-style-type: none"> - Advertisements - About the author <p>Classwork: Animal Farm</p> <ul style="list-style-type: none"> - Ch. 1 & 2 <p>Hawaiian Quilts & poem (1.11)</p>	<p>Per. 5:</p> <p>Do now: Syntax</p> <ul style="list-style-type: none"> - NoRedInk <p>Classwork: Quizlet.live]</p> <ul style="list-style-type: none"> - Narrative Elements <p>Exit ticket:</p> <ul style="list-style-type: none"> - AF packet - Chapter 1 audiobook <p>Per. 1: finish reading assessment</p>	<p>on what you have read</p> <ul style="list-style-type: none"> - What themes are you already seeing? <p>Per. 5:</p> <p>Do now: review sentence structure</p> <ul style="list-style-type: none"> - Create short story and share with a partner - How much effort did it take? - What does this tell you about writers? What can you infer about George Orwell, the author based on the chapters you have read so far? <p>Show power point & watch</p> <ul style="list-style-type: none"> - Summarize what you learned about him with a partner <p>Exit ticket: Review chapter 1</p>
	<p>4 Honors:</p> <p>Per. 4:</p> <ul style="list-style-type: none"> - Listened to Ch. 2 - The rest for H.W <p>Per. 6:</p> <ul style="list-style-type: none"> - Listened to ch. 3 & 4 <p>Quiz on chapter 1</p> <p>Quiz on chapter 1-3</p> <p>Per. 2: Continue working on research</p> <p>Do now:</p>	<p>5</p> <ul style="list-style-type: none"> ● Persepolis (Graphic Novel) <ul style="list-style-type: none"> ○ Listenwise story ○ Assessment ● Kaffir Boy (Autobiography) 	<p>6 STAR Testing</p> <p>Ch. 9 & 10</p> <ul style="list-style-type: none"> - Essay structure game - TA to get the envelopes ready 	<p>7 STAR testing</p> <ul style="list-style-type: none"> ● Funny in Farsi (Cultural Narrative 2.3) <p>Curation: ePortfolio</p>	<p>8</p> <p>Animal Farm Final</p> <p>Begin Argumentative lesson</p>

	<ul style="list-style-type: none"> - Quiz on Ch. 3 & 4 - Review chapters 4 & 5 <p>Classwork: 5 & 6</p> <ul style="list-style-type: none"> - Google slides - Pg. 11 <p>Ch. 7 & 8 for HW</p>				
11	<p>Per. 2:</p> <p>Do now: Review chapters</p> <p>Classwork:</p>	<p>12</p> <p>Per. 1: finished chapter 6 in class</p> <ul style="list-style-type: none"> - Kahoot review of chapters 4 & 5 - Notes on plot <p>HW: Read chapter 7</p>	<p>13 Per. 2:</p> <p>Do now: Review chapter 6 with Kahoot</p> <p>Classwork: Quizlet live</p> <p>KWL</p> <p>Exit ticket: finish documentary</p> <ul style="list-style-type: none"> • Begin reading ch.7 <p>Per. 4 & 6:</p> <p>Do now: 15 -20</p> <p>Present your curation project</p> <p>Rotate every 4 minutes: (2 min per person)</p> <ol style="list-style-type: none"> 1. 4 2. 4 3. 4 <ul style="list-style-type: none"> • Each student will get 3 sticky notes: <ul style="list-style-type: none"> ○ Write down what you liked about their project ○ Provide one thing to improve ○ What you enjoyed & a wondering that you have <p>Classwork:</p> <p>Journal entry</p> <ul style="list-style-type: none"> - Critique the activity - Worth the time? Or naw <p>Exit ticket:</p> <p>Read Siddhartha, work on book report & or do Achieve 3000</p>	<p>14 Per. 1:</p> <p>Do now: review</p> <ul style="list-style-type: none"> - Quizle live chapters 1-6 - chapter. 7 <p>Classwork: worksheet</p> <ul style="list-style-type: none"> - Fill in worksheet based on documentary <ul style="list-style-type: none"> • Newsela article about the Revolution • Listen to audiobook • Play movie <p>Per. 5:</p> <p>Do now:</p> <ul style="list-style-type: none"> - Project options - Quizlet review 1-6 <p>Classwork: Kahoot</p>	<p>15</p> <p>Per. 1</p> <ul style="list-style-type: none"> - Star scores - Synthesis essay <p>Per. 2:</p> <p>Do now: Chapter 7 quiz</p> <p>Final: pick a charater you relate to and why</p>

				<ul style="list-style-type: none"> - Chapter 6 review - Read chapter 7, those who did not read on Tuesday will read today Exit ticket: Watch the film	
	18 Narrative Edits	19	20 Narrative Final→ Post in blog post	21 Winterball Last day of class: Present narrative	22

Curation Project:

<https://elink.io/dashboard/draft>

Quarter 3: Cultures in Conflict

- Begin with Argumentative writing
 - Curation of topic: Pros and Cons (multiple perspectives on the topic)
 - Curate current conversations around topic

- New Year's resolution

- Develop an argument about an issue that resonates across cultures. You will choose a position, target audience, and effective genre to convey your argument to a wide audience.

- Things Fall Apart (Literature analysis)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	8th Re-introduce: HA framework - Remind students of Classdojo Do now: - Class belonging activity Classroom: Belonging	9	10	11	12
Week 2	15: MLK day	16	17	18	19
Week 3	22	23	24	25	26
Week	29	30	31	1	2

4					
Week 5	5	6	7	8	9
Week 6	12	13	14	15	16
Week 7	19	20	21	22	23
Week 8	26	27	28	1	2
Week 9	5	6	7	8	9
Week 10					

- Time to Assert American Values (Editorial)
- Rough Justice (Article)
- Speech, Excerpt from On Civil Disobedience
- Speech, ON Surrender at Bear Paw Mountain, 1877 by Chief Joseph