

 **Vision** - Committed to inspiring every student to be career and college ready.

 **Mission** - To ensure that all students engage in high-quality learning experience to prepare them to succeed in their aspirations as they become

 productive and responsible citizens in a global society

 **Clyde C. Miller – Weekly Virtual Learning Planner**

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| **Teacher**  | Mrs. Kennedy  | **Grade** | 12th  | **Subject** | African American Literature  |
| **Week of** | September 14, 2020- September 25, 2020 | **Topic/Title** | Culture Building, Class Format and Content  |

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 6** **(September 15, 2020)****Perception presentations****Reading Book Selection.****Reading strategies****Genre****Reading Logs** | SWBAT -Access reading log in notebook library and add to their personal reading log notebook/tabSWBAT-use EBSCO site to select an e-book for independent reading.SWBAT- identify their personal interest and use that to locate books of interest.SWBAT- show understanding of genre. and demonstrate how to locate information for reading book selection.SWBAT- Set-up reading logsSWBAT- Make first reading log entry using a variety of reading strategies. SWBAT- Define genre and subcategories of it. Broad genre and narrow   | Share My Perception Task- Gallery Walk Do NowAffirmationAfrican FactFinish guess who InterestsIndependentreading book selectionBook Report Review Review Book Report form jot down questions and concerns, and like. Reading log- class notebookHow to make a reading log entry  | Complete I Am From poem templateReview Book Report Form jot down questions and concerns, and like. Type or add notes in notebook –Reading LogPersonal Lexicon update with vocabulary- genre. Independent Reading Book TaskClass note book- genre the name of your book or on the collaborative page. Title, your name.Read for 10 minutes or read 10 pages. Apply selected reading strategies. | Identify questions and concerns, and ideas about book report. Set-up of Independent Reading Log section of Notebook. Placement of weekly Exit Ticket into Exit Ticket section Genre task.Identification and demonstration of reading strategies. Critique of scenarios and/or videosUse poem template to complete where I am from poem. Post birthday slides into collaborative space.  | September15, 2020-September 17, 2020 |
| **Lesson 7****(September 17,2020)****Journal Lesson****Birthday Presentations****Culture Building****Class structure** | SWBAT- Present birthday slide(s) adhering to presentation requirementsSWBAT- attentively listen.SWBAT-Set-up Journal CNSWBAT-Discuss and Identify a topicSWBAT- to follow format criteria for making first entry.SWBAT-Review journal format requirementsSWBAT-Compose poem using template and example if needed. SWBAT- upload completed assignments to CN | AttendanceDo NowAffirmationAfrican FactJournal –definition and purposeJournal FormatReview of journal entry format requirements.Birthday presentationsName gameReview I Am From poem templateShare an example. | Compose poem Make first journal entry and finish setting-up. Read independent book. 15 minutes.Make reading log entry. Journal EntryCompose PoemPost poem to collaborative space and or portfolio section of notebook.  | Birthday Slide, presentation , uploaded in collaborative space. Add birthday to calendar.Proper Journal Set-up Journal entryPoem and uploaded into portfolio. | September 17, 2020-September18,2020 |
| **Lesson 3 (September 8, 2020)****Class Structure****Quiz****Perception project** | SWBAT- drop their birthday slide into the calendar or in class notebook.SWBAT- present their birthday slide adhering to presentation requirements within small and big group theirSWBAT- attentively listen and understand class structure. SWBAT to navigate Microsoft Teams to get what is required of them and to upload and enter required materialSWBAT explain the difference between synchronous and asynchronous learning and the purpose/requirements of each. SWBAT- determine some of the issues going on at various levels-state, country, and world. SWBAT to select images that are indicative of their understanding of what is happening on different levels. SWBAT- explain how the selected pictures embody their perception-subsequently in detail explain what specific aspects of the picture reflect  | Share birthday slidePresent class structure, explain, and show how to obtain information.Synchronous and asynchronous learning.PlatformsSpecific apps , tabs, and features Quiz Near Pod(maybe) Review headingHow to log vocabulary entries. | My World, Local, and National Perception Choose 3-5 pictures that you believe reflect the current state of the U.S., St. Louis, and the world. You will explain how each picture relates to the aforementioned categories or you may choose one picture per category. Complete this task in Microsoft Word. Use a table composed of 3 columns and 3 rows. See full assignment description in Microsoft Teams Assignment tabAdd vocabulary synchronous and asynchronous to lexicon log.  | QuizMy Perception Document  | September 8, 2020-September 10, 2020 |
| **Lesson 8** **(September 18, 2020)****Class Structure****Vocabulary****Logs****Requirements****Poem share****Class reading**  | SWBAT- Present poems adhering to presentation requirementsSWBAT-attentively listen and understand class structure. SWBAT - navigate Microsoft Teams to get what is required of them and to upload and enter required material.SWBAT- properly set-up vocabulary logs.SWBAT- demonstrate knowledge of information covered thus far (Quiz).  | AttendanceDo NowAffirmationAfrican FactVocabulary logsVocabulary wordsHow to log vocabulary entries.Poem shareGamePresent class structure, explain, and show how to obtain information.Class decision journal and vocabulary every day or alternating periods.  | Journal Independent ReadingReading LogVocabulary LogQuiz  | QuizJournal entryIndependent Reading Log entryVocabulary Log entryPresentation of poem and /or post of it into the portfolio section of CNWeekly Exit Ticket | September 18, 2020-September 22, 2020 |
| **Lesson 9****(September 22, 2020)****Vocabulary****Independent Reading Books****Griot and African oral tradition****Collective Reading Book** | * Making independent reading log entries
* Understand what a griot is and what African oral tradition is.
* Reading, comprehending , and interpreting a work.
* access and making entry in journal and vocabulary log, and collective reading book log.
* reading log in notebook library and add to their
 | AttendanceDo NowAffirmation Yoga/mindfulness/exerciseAfrican FactVocabulary Journaling Definition of griot and African Oral tradition.Read and interpret part of handout. Identification of reading and questions.Reading strategies review and implementation (Pre, during, and post reading and benefits of them)   | -Reading selection and questions. Explain how a griot would present the work and its role in African oral tradition. What criteria does it meet to be a part of the anthology? Independent reading and log entry.Journal entryVocabulary log | Vocabulary added to Lexicon LogIndependent reading book. Independent Reading log entryIndependent Reading book introduction task. Analysis of reading material on griot and African Oral tradition.  | September 22, 2020-September 24, 2020 |
| **Lesson 10****(September 24, 2020)****Reading****Precolonial Africa****Ghana****quiz** | * Who is African/African American?
* What is Black?.
* close read excerpt and demonstrate understanding of it by summarizing it.
* explain what precolonial African is/means
* express thoughts through journaling.

  | AttendanceDo Now-AffirmationAfrican FactJournal ShareYoga, exercise, or mindfulness.Precolonial Africa? Calendar check-for important dates and B-Days and updateVocabulary wordsCollective reading /class book. | Ghana and Quiz or Precolonial Africa- maybe video with questions or reading with questions.Journal entryReading EntryVocabulary LogSelf-Identification Assignment See Assignment tab in MTeamsBlack, African American, or the N-word will do next week.  | Journal EntryReading Log entryCollective reading book entry.Completed Article/excerpt task on pre-colonialism or Ghana quizLexicon Log entry.Belief assessment in terms of identityAnalysis of the origin of self-identityArticle summary and citation for the article, Next Week  | September 24, 2020-September 25, 2020 |
| **Lesson 11****(September 25, 2020)****HBCUs****Publisher/brochure** | * Know what HBCU represents.
* Know when the first HBCUS was established.
* Research an HBCU and present data in the form of a brochure. ( will permit two classes to work on assignment)
* Know the rationale behind the founding of HBCUs.
 | AttendanceDo Now-AffirmationAfrican FactJournal ShareYoga, exercise, or mindfulness.Few facts about HBCUsCredits to graduateRequired course for full-time vs. part- time.Different types of schools (private, public, and religious).School selection – post in collaboration space.Locate Publisher and the 3 panel brochure. Review Assignment requirements.  | -JournalReading logCollecting data for HBCU assignment.1-10 of the requirements. Do not complete application yet. Data is in notebook homework section on page labeled HBCU 1-10.  | JournalReading logCollecting data for HBCU assignment.1-10 of the requirements. Do not complete application yet. Data is in notebook homework section on page labeled HBCU 1-10.Weekly Exit Ticket. | September 25, 2020 and September 29, 2020.  |