

000Teacher: Ms.Kuang      Period(s): Week of: 17(Unit 5: An American Childhood  
**RL 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.  
**W 9-10. b:** Develop claim (s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**LS 9-10 1. (d):** 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<b>Day 1 Monday (Spring Break)</b>	<b>Day 2 Tuesday</b>	<b>Day3 Wednesday</b>
<p><b>Learning Target:</b> Cite strong and thorough textual evidence to support the text and inferences drawn from the text.</p> <p><b>Essential Question:</b> How do our interactions with our environment reveal significant aspects of ourselves?</p> <p><b>Affirmation:</b> I will be able to cite strong and thorough textual evidence to support the text and the inferences drawn from the text.</p>	<p><b>- Learning Target:</b> Determine a theme or central idea of a text. Cite strong and thorough textual evidence to support the text and inferences drawn from the text.</p> <p><b>Essential Question:</b> How do our interactions with our environment reveal significant aspects of ourselves?</p> <p><b>Affirmation:</b> I will be able to cite strong and thorough textual evidence to support the text and the inferences drawn from the text.</p>	<p>• <b>- Learning Target:</b> Cite strong and thorough textual evidence to support the text and inferences drawn from the text.</p> <p>• <b>Essential Question:</b> How do our interactions with our environment reveal significant aspects of ourselves?</p> <p>• <b>Affirmation:</b> I will be able to cite strong and thorough textual evidence to support the text and the inferences drawn from the text.</p>
<b>Must know vocabulary:</b> piedmont chagrined poignant contemplate exhilarated stricken	<b>Must know vocabulary:</b> piedmont chagrined poignant contemplate exhilarated stricken	<b>Must know vocabulary:</b> piedmont chagrined poignant contemplate exhilarated stricken

<b>Activities/Strategies:</b> <b>DOK#: 3-4</b> <i>-What is the main claim of the author?</i> <i>-What evidence can you find to support the theme? Explain how.</i> <i>- How did Taoism influence existentialism?</i> <i>- Blast: We are the world we live in</i> <i>- Existentialism- Taoism (I DO)</i> <i>- Read the background Information: HUBS</i> <i>- Create your blast</i> <i>-Respond to Study sync Quick poll</i> <i>-Number Crunch</i>	<b>Activities/Strategies:</b> <b>DOK #:</b> <i>-What is the main claim of the author?</i> <i>-What evidence can you find to support the main claim? Explain how.</i> <i>- Skill: Figurative Languages</i> <i>- Defie (I DO)</i> <i>- Model (WE DO)</i> <i>- Your Turn (YOU DO)</i>	<b>Activities/Strategies:</b> <b>DOK#:</b> <i>-What is the main claim of the author?</i> <i>- How does Daoism impact Americans' thoughts?</i> <i>-What evidence can you find to support the main claim? Explain how.</i> <i>- Pre-read: American Childhood</i> <i>- Research on Existentialism and Daoism in groups</i> <ul style="list-style-type: none"> <li><i>• What the differences and similarities of Existentialism and Taoism?</i></li> <li><i>• How did Taoism influence Existential Thinkers?</i></li> </ul> <i>- Create PowerPoint Slides with main findings</i> <i>- Present their PowerPoint in class.</i>
<b>Evidence:</b> Students will respond to the blast question.	<b>Evidence:</b> Students will figurative languages.	<b>Evidence:</b> Students will understand the influence of Taoism on existential Thinkers.
<b>HW:</b> - Read 30-45 minutes	<b>HW:</b> - Read 30-45 minutes	<b>HW:</b> - Read 30-45 minutes

<b>Day 4</b> <b>Thursday</b>	<b>Day 5</b> <b>Friday</b>
<p><b>Learning Target:</b> Cite strong and thorough textual evidence to support the text and inferences drawn from the text.</p> <p>Essential Question: How do our interactions with our environment reveal significant aspects of ourselves?</p> <p><b>Affirmation:</b> I will be able to cite strong and thorough textual evidence to support the text and the inferences drawn from the text.</p>	<p><b>Learning Target:</b> Cite strong and thorough textual evidence to support the text and inferences drawn from the text.</p> <p>Essential Question: How do our interactions with our environment reveal significant aspects of ourselves?</p> <p><b>Affirmation:</b> I will be able to cite strong and thorough textual evidence to support the text and the inferences drawn from the text.</p>
<p><b>Must know vocabulary:</b>  piedmont chagrined poignant contemplate exhilarated stricken</p>	<p><b>0 Must know vocabulary:</b>  piedmont chagrined poignant contemplate exhilarated stricken</p>
<p><b>Activities/Strategies:</b>  <b>DOK #3</b>  <i>-What is the main claim of the author?</i>  <i>-What evidence can you find to support the main claim? Explain how.</i>  - Read the article by Lucy Hornby  1: Chinese Environment Ground Operation  - Discussion Questions  1: What are your big concerns about China's fast industrial developments?  2: How can we call their attention to return people fresh and clean air, water, and soil?  - Take Action Now</p>	<p><b>Activities/Strategies:</b>  <b>DOK#: 3-4</b>  <i>-What is the main claim of the author?</i>  <i>-What evidence can you find to support the main claim? Explain how.</i>  <b>Field Trip to Huntington Beach</b>  - Take Action Now  - Clean the Beach; Field Trip  - Reflection on the trip to Manhattan Beach</p>
<p><b>- Evidence:</b>  Students will present their posters and evaluate their peers' presentation according to the Rubric.</p>	<p><b>- Evidence: Students will take actions to keep our environment clean.</b></p>
<p><b>HW:</b> Read 30-45 minutes  China pesticide pollution blamed as hundreds of pupils fall ill</p>	<p><b>HW:</b> Read 30-45 minutes  China pesticide pollution blamed as hundreds of pupils fall ill</p>