**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

|  |  |
| --- | --- |
| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English II Pre-AP** |
| **Week of:****Jan. 12 – 16 \*Olga Rees in for me FRIDAY** | **Unit Name:** **Antigone/Siddhartha; Clauses, Commas** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):** **Is Ascetism vital to Self-Enlightenment? Defend your position.** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of Christianity, Buddhism, Jesus, Ghandi, the Buddha** |
| **Common Core Standards****L.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and well as inferences drawn…****L.RL.9-10.3: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,…****L.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot develop the theme.****L.RL.9-10.4,5: Determine the meanings of words and phrases; analyze a particular point of view,…****L.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.****L.RI.9-10.2: Determine a central idea of a text and analyze the development over the course…****L.RI.9-10.5-6: Analyze in detail how an author’s ideas or claims are developed; 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…****L.RI9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid,…****L.W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.****10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, …****10.1b: Develop claims and counterclaims fairly, supplying evidence for each…****10.1c: Use words, phrases, clauses to link major sections of text, create cohesion, clarify relationships…****L.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately,…****10.2a: Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions,…****10.2b,c,d: Develop the topic with well-chosen, relevant, and sufficient facts; use appropriate transitions and precise language,…****L.SL.9-10.1: Iniatie and participate effectively in a range of collaborative discussions,…****10.1a: Come to discussions prepared, …****10.1c: Propel conversations,…****L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…****L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: Antigone, Siddhartha, Grammar on SmartBoard****Students:**  |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand? Reteach, group discussions, individual tutoring, editing****Daily: Cold Call: Grammar, Vocabulary****This Week: Antigone, Siddhartha, Vocab Quiz** |

|  |  |
| --- | --- |
| MONDAY***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will finish Antigone, and determine what my thesis will be on my Final Project.*****(1C)* Do Now: Independent, Dependent Clauses and Commas** | (***1F)*Embedded Formative Assessment: Vocabulary Cold Call*****(1B)*Closing Activity: Exit ticket: Quotation selection****\*Antigone FINAL due MONDAY, Jan.19** |
| TUESDAY***(1C)* Learning Target: I understand the background of Siddhartha. I will participate in a class discussion about background knowledge of the Buddha.*****(1C)* Do Now: PARCC practice** | (***1F)*Embedded Formative Assessment: Progress on Outline for Critical Lens Paper*****(1B)*Closing Activity: Use one Vocab. Word in a sentence (share out).** |
| WEDNESDAY***(1C)* Learning Target: I understand the concept of “The Untouchables.” I will draft a commentary of the given article, and be ready to share out Thursday.*****(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Commentary on Untouchables article.*****(1B)*Closing Activity: Share one thought about article. Connect to today’s world situation.** |
| THURSDAY***(1C)* Learning Target: I will complete a character analysis chart about Siddhartha, with attention to flaws (hamartia).*****(1C)* Do Now: PARCC practice** | (***1F)*Embedded Formative Assessment: Oral discussion on article. Complete Outline, with supporting evidence.*****(1B)*Closing Activity: Review Vocabulary for Quiz** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary Quiz.*****(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz*****(1B)*Closing Activity: Categories game** |
| **Vocabulary:****Debacle****Bauble****Bestial****Chagrin****Diaphanous****Effete****Gloat****Impediment****Maelstrom** **Antithesis****Bland**  |
| **Latin/Greek Roots:****Auto = self Autocrat, automobile****Hypo = under, below Hypothermia, hypochondria** |
| **Literary Elements:****Hamartia****Hubris****Dramatic irony****Hypophora = raising questions, then answering them** |

|  |  |
| --- | --- |
| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-Designing student assessment | Formative Assessment includes, but is not limited to:Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment.  |