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

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| **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** |

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| ***(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** | |

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| 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** | |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-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. |