**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:**  **Sept. 21 - 25** | **Unit Name:**  **Gilgamesh Presentations/Catcher in the Rye** |

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| ***(1A)\**Essential Question(s):**  **How are teenagers of the 50’s similar to teenagers of today? Why do we still read a 4000 year old book?** | ***(1A/1B)* Connections (prior/future learning):**  **Prior reading, background experience, your life as a teenager** |
| ***(1A)* Common Core/State 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, …** | |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:**  Unit Plan |
| ***(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?**  **Daily: Cold call, Misplaced Modifers; Critical Thinking Question (Do Now)**  **This Week: Gilgamesh, Catcher in the Rye** | |

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| MONDAY  ***(1C)* Learning Target: I understand the author’s purpose in Gilgamesh. I can share this thought with the class.**  ***(1C)* Do Now: What are two comparisons between teenagers of the 50’s and of today?** | (***1F)*Embedded Formative Assessment: Sharing out thoughts about author’s purpose.**  ***(1B)*Closing Activity: Presentations of Gilgamesh Projects**  **HW: Read Catcher, Ch. 1 - 3** |
| TUESDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words and will record them in my own system. We will watch and compare Gatsby movie with book.**  ***(1C)* Do Now: Use two Vocab words in sentences, with a partner.** | (***1F)*Embedded Formative Assessment: Oral comparison between book and movie.**  ***(1B)*Closing Activity: Share sentence usage with class.**  **HW: Read Ch. 4 - 6** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the terms Memory Association and Stream of Consciousness. I will demonstrate this by engaging in two activities. I can connect them to Holden’s thought processes.**  ***(1C)* Do Now: What does Holden’s hat symbolize?** | (***1F)*Embedded Formative Assessment: Writing Memory Association and Stream of Consciousness paragraphs.**  ***(1B)*Closing Activity: Sharing out activities from psychological perspective.**  **HW: Read Ch. 7 - 8** |
| THURSDAY  ***(1C)* Learning Target: I will write a paragraph about my family, in Holden’s style of speech.**  ***(1C)* Do Now: What do you find distinguishable about Holden’s diction? Explain and justify, with TBE.** | (***1F)*Embedded Formative Assessment: Offer comment about Holden’s style of speech and its effectiveness in the story.**  ***(1B)*Closing Activity: What is the author implying when he says Jane keeps all her kings in the back row?**  **HW: Read Ch. 9 - 11** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocab. Quiz.**  ***(1C)* Do Now: Do most people have aliases or alternate personalities? Explain.** | (***1F)*Embedded Formative Assessment: Vocab. Quiz**  ***(1B)*Closing Activity: Begin to read Ch. 12 - 13** |
| **Vocabulary**  **Omnipotent**  **Pecuniary**  **Reparation**  **Sanguine**  **Supercilious**  **Unctuous**  **Usurp**  **Vacuous**  **Vehement**  **Xenophobe** | |
| **Latin/Greek Roots**  **Brachium = arm embrace, bracelet, brachiosaurus**  **Carpe Diem! = Seize the Day!** | |
| **Literary Elements/Rhetorical Devices**  **Allusion, Stream of Consciousness, Diction, Syntax, Ambiguity** | |

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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. |