**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:**  **10/5 – 10/9** | **Unit Name:**  **Catcher in the Rye** |

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| ***(1A)\**Essential Question(s):**  **Who is Holden? Do we know him?** | ***(1A/1B)* Connections (prior/future learning):**  **Past experiences with friends, self** |
| ***(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, …**  **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.**  **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:**  Novel, Unit Plan, 3D Materials |
| ***(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: Critical Thinking Questions**  **This Week: COTW Final, Presentations; Parallelism** | |

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| MONDAY  ***(1C)* Learning Target: I can justify the ending of the book. I will explain my approval/disapproval of it in a one page summary. I will choose which essays to work on for my Final**  ***(1C)* Do Now: Did you expect the book to end like it did? Why or why not?** | (***1F)*Embedded Formative Assessment: Discussion about ending of book.**  ***(1B)*Closing Activity: Form groups for Final Presentations**  **FINAL DUE FRIDAY** |
| TUESDAY  ***(1C)* Learning Target: I will begin my essays for the Final. I will demonstrate progress by having one Introductory paragraph, with a thesis statement, completed.**  ***(1C)* Do Now: Parallelism** | (***1F)*Embedded Formative Assessment: Essays for Final - progress**  ***(1B)*Closing Activity: Record Vocabulary words in Do Now Books**  **Work in Class on Final Essays** |
| WEDNESDAY  ***(1C)* Learning Target: I will make progress on the essay portion of my Final. I will have one essay completed by the end of class.**  ***(1C)* Do Now: Parallelism** | (***1F)*Embedded Formative Assessment: Progress on Essays portion of Final**  ***(1B)*Closing Activity: Cold-call Rhetorical Devices - examples**  **Work in Class on Final Essays** |
| THURSDAY  ***(1C)* Learning Target: I will work on my 3D Representation of Holden with my group.**  ***(1C)* Do Now: Parallelism** | (***1F)*Embedded Formative Assessment: Progress on 3D Posters**  ***(1B)*Closing Activity: Describe Holden in ONE word. Share with class.** |
| FRIDAY  ***(1C)* Learning Target: I will present my 3D representation of Holden to the class. I will explain each component and connect it to a facet of Characterization.**  ***(1C)* Do Now: Parallelism exercise** | (***1F)*Embedded Formative Assessment: FINAL due**  ***(1B)*Closing Activity: Presentations Reflections** |
| **Vocabulary**  **Minions**  **Missive**  **Odious**  **Vicarious**  **Ignominy**  **Pervasive**  **Gaunt**  **Fastidious**  **Lucrative**  **Copious** | |
| **Latin/Greek Roots**  **Syn = with, together synthesis, synthetic, synonym, symphony**  **Techne = art, skill technical, pyrotechnics, technician** | |
| **Literary Elements/Rhetorical Devices**  **Chiasmus**  **Epanalepsis**  **Epistrophe** | |

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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. |