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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II** |
| **Week of:**  **Jan. 11 - 15** | **Unit Name:**  **American Pie – NOTE: Wk. 1 and Wk. 2 REVERSED.** |

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| ***(1A)\**Essential Question(s):**  **What are some contemporary issues affecting you today? Are they different than 50 years ago?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of current events, and of song American Pie** |
| ***(1A)* Common Core/State Standards:** | |
| ***(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:**  Lyrics to American Pie; watch video; read explanation |
| ***(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: Grammar**  **This Week: Ballads; American Pie** | |

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| MONDAY  ***(1C)* Learning Target: NO SCHOOL**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY  ***(1C)* Learning Target: I will contribute to a poster of contemporary issues. I will brainstorm some current events at my table.**  ***(1C)* Do Now: Ballad parameters** | (***1F)*Embedded Formative Assessment: Posters of current events; participation in discussion.**  ***(1B)*Closing Activity: Form ballad groups** |
| WEDNESDAY  ***(1C)* Learning Target: I will listen to American Pie; dissect lyrics. and work with my group on our ballad.**  ***(1C)* Do Now: Set, sit** | (***1F)*Embedded Formative Assessment: Begin to work on ballad**  ***(1B)*Closing Activity: Begin to make flashcards of Rhetorical Devices** |
| THURSDAY  ***(1C)* Learning Target: Completion of ballad with group.**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Ballad – appropriate number of themes**  ***(1B)*Closing Activity: Continue to make flashcards of Rhetorical Devices** |
| FRIDAY  ***(1C)* Learning Target: Present and explain ballad.**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Present Ballads**  ***(1B)*Closing Activity: Finish making flashcards of Rhetorical Devices** |
| **Vocabulary –**  **Supple**  **Ardent**  **Sage**  **Blanch**  **Resignation**  **Disingenuous – lacking in candor; not frank**  **Folly**  **Respite**  **Pugnacious – fond of fighting; combative**  **Benefactor – person who – usually finanancially – helps another person or institution** | |
| **Latin/Greek Roots**  **Ast = star astronaut, astronomy, asterisk, asteroid**  **Aero = air aerobics, aerodynamic, aeronautics** | |
| **Literary Elements/Rhetorical Devices – on whiteboard** | |

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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. |