**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. 22 - 25** | **Unit Name:**  **Siddhartha** |

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| ***(1A)\**Essential Question(s):**  **How are Siddhartha’s experiences leading him to enlightenment at this point?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of different religions, yoga, etc.** |
| ***(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:**  Novel, historical context information |
| ***(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, Grammar, Critical Thinking Questions**  **This Week: Siddhartha, hyphens, semi-colons** | |

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| MONDAY  ***(1C)* Learning Target: I understand “Samsara” and can explain what Siddhartha believes he can learn at this point. I will also note this week’s Vocab. Words, with their definitions, on flashcards or in my Do Now notebook.**  ***(1C)* Do Now: Do you feel Siddhartha is on the right path toward enlightenment? Explain your answer.** | (***1F)*Embedded Formative Assessment: Responses to Critical Questions; participation in discussion.**  ***(1B)*Closing Activity: Review of this week’s Vocab words.**  **HW: “Samsara” Critical Thinking Questions due** |
| TUESDAY  ***(1C)* Learning Target: I will work with my table to analyze the Four Noble Truths. We will produce an analysis of each one, in our own words, on a poster. We will also apply each of the Truths to contemporary life, in the form of our own religion – for introspective purposes only.**  ***(1C)* Do Now: If you had to make one agreement with yourself, what would it be and why?** | (***1F)*Embedded Formative Assessment: Poster development**  ***(1B)*Closing Activity: Hyphens** |
| WEDNESDAY  ***(1C)* Learning Target: I will complete and present my lesson on the Noble Truths/religion. My group will address comments and questions the class has.**  ***(1C)* Do Now: What is the most salient point in any religion? Do religions have any one point in common? Explain.** | (***1F)*Embedded Formative Assessment: Final Noble Truths Poster and Presentation**  ***(1B)*Closing Activity: Semi-colons** |
| THURSDAY  ***(1C)* Learning Target: I understand “By the River”. I can participate in an oral discussion about the TONE of this section.**  ***(1C)* Do Now: How is the relationship between Govinda and Siddhartha evolving/devolving?** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Colons**  **HW: “By the River” Critical Questions Due** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary quiz. I can also discuss the PURPOSE of “The Ferryman” and share out an observation with the class.**  ***(1C)* Do Now: How has Kamala affected Siddhartha’s personality?** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Add to a Siddhartha/Ferryman Compare/Contrast poster, and share-out observation.**  **HW: “The Ferryman” questions due** |
| **Vocabulary**  **Chasm**  **Palliative**  **Folly**  **Respite**  **Onerous**  **Austere**  **Ravage**  **Benefactor**  **Abode**  **Sojourn**  **Countenance**  **Imperturbable** | |
| **Latin/Greek Roots**  **Kata = down, against catalogue, catastrophe, catapult, cataract, catacomb**  **Dokein = think, have an opinion, suppose orthodoxy, paradox, dogma, dogmatic, dogmatism** | |
| **Literary Elements/Rhetorical Devices**  **Semester 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. |