**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:** **Feb. 8 – 12** | **Unit Name:** **The Kite Runner** |

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| ***(1A)\**Essential Question(s):** **What is the definition of Human Rights? What are core Human Rights?**  | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of civil rights, fundamentalism, other countries’ dictates** |
| ***(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:** The Kite Runner, Universal Human Rights Declaration, Historical documents about Afghanistan history |
| ***(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? Small, whole group reteaching, reinforcement****Daily: Cold call, gerunds, critical thinking questions****This Week: The Kite Runner** |

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| MONDAY***(1C)* Learning Target: I understand the class system in Afghanistan. I can explain my group’s class to the class.*****(1C)* Do Now: What is the definition of Human Rights? Do different beliefs affect basic human rights? Does this make different human rights acceptable? Explain. Gerund practice.** |  (***1F)*Embedded Formative Assessment: Quiz over Ch. 1-5** ***(1B)*Closing Activity: Discuss Do Now Question.****HW: Read 6 – 10 for WEDNESDAY** |
| TUESDAY***(1C)* Learning Target: I understand some of the political challenges Afghanistan today relative to human rights, and can connect it to our country’s human rights to theirs.** ***(1C)* Do Now: Review the UDHR. Write a half-page essay on what you do on a typical weekday from waking up through lunchtime. Gerund practice.** | (***1F)*Embedded Formative Assessment: Participation grade on UNHR.*****(1B)*Closing Activity: What UDHR rights have you taken advantage of on a typical school day?** |
| WEDNESDAY***(1C)* Learning Target: I understand the impact of fundamentalism on human rights. I will work with my tablemates on the rights and punishments when fundamentalist rules are broken. We will share out comments with the class.** ***(1C)* Do Now: Gerund Practice, and “How are differences in the class system affecting Amir and Hassan’s relationship?”** | (***1F)*Embedded Formative Assessment: Comparison/contrast chart group work.** ***(1B)*Closing Activity: Discussion of fundamentalism – participation grade****HW: Read 11-12 for FRIDAY** |
| THURSDAY***(1C)* Learning Target: I understand the irony about Amir’s actions, particularly in Chapter 7, and can share-out and explain an insightful comment.*****(1C)* Do Now: Gerund practice for quiz** | (***1F)*Embedded Formative Assessment: Discussion on irony and character dynamics of book thus far.*****(1B)*Closing Activity: Cold call meaning of Vocab words and Rhetorical Devices.** |
| FRIDAY ***(1C)* Learning Target: I will pass the Vocabulary Quiz.** ***(1C)* Do Now: What is ironic about what “Amir” and what “Hassan” mean? Explain in one paragraph.** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz*****(1B)*Closing Activity: HW: Read Ch. 13 – 16 for Monday** |
| **Vocabulary****Feign****Trepidation****Viable****Unabashed****Imminent****Guileless (guile)****Unkempt****Roil****Saunter****Interminable**  |
| **Latin/Greek Roots** **Tropos = turning tropical, troposphere****Rhinos = nose, snout rhinoplasty, rhinocerous** |
| **Literary Elements/Rhetorical Devices****Rhetorical Devices indicated on whiteboard** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-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.  |