**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:**  **Dec. 1 – 5: Qu. 2 Wk. 6** | **Unit Name:**  **The Kite Runner** |

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| ***(1A)\**Essential Question(s):**  **How do Human Rights violations impact daily life of the different social classes?** | ***(1A/1B)* Connections (prior/future learning):**  **Current Alghanistan situation** |
| **Common Core Standards** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Novel, newspaper article, UDHR**  **Students: Novel** |
| ***(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**  **This Week: The Kite Runner, PARCC practice questions** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s vocabulary words and Rhetorical Devices. I will use a Device and a Vocab word to write five meaning sentences. I will share a sentence with the class.**  ***(1C)* Do Now: Participial, Gerund phrases** | (***1F)*Embedded Formative Assessment: Critical Questions, Ch. 13 – 16; Read Ch. 14, 15, 16 for Wed.**  ***(1B)*Closing Activity: Discussion on cultural feelings about adoption** |
| TUESDAY  ***(1C)* Learning Target: I can analyze President Obama’s Immigration Speech in terms of the Rhetorical Triangle. I will cite specific references for logos, pathos, and ethos.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: Rhetorical Triangle analysis**  ***(1B)*Closing Activity: Discuss speech** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the impact of the Taliban on Afghanistan citizens, and can connect it to Amir’s feelings for Hassan. I will share my point of view in a discussion.**  ***(1C)* Do Now: Participles, Gerunds** | (***1F)*Embedded Formative Assessment: 14 – 16 Critical Questions; Read Chapters 17 – 20 for Friday**  ***(1B)*Closing Activity: Discuss questions** |
| THURSDAY  ***(1C)* Learning Target: I can address the human rights case my group is given. We can present our findings to the class.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: Case presentations.**  ***(1B)*Closing Activity: Open discussion on human rights violations today** |
| FRIDAY  ***(1C)* Learning Target: I can discuss the scene at Ghazi Stadium. I will share a viewpoint with the class.**  ***(1C)* Do Now: Gerunds, Particples** | (***1F)*Embedded Formative Assessment: Critical questions, Chapters 17 - 20**  ***(1B)*Closing Activity: Discuss what Rahim meant by “there is a way to be good again.”** |
| **Vocabulary:**  **Crevasse**  **Prudence**  **Furtive**  **Absolve**  **Impunity**  **Redemption**  **Menial**  **Girder**  **Stupor**  **Reproach** | |
| **Latin/Greek Roots:**  **Rhinos = nose, snout rhinoplasty, rhinoceros**  **Derma = skin, hide, shell dermatology, dermis, epidermis** | |
| **Literary Elements:**  **Epistrophe**  **Epanalepsis** | |

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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. |