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

|  |  |
| --- | --- |
| **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** |

|  |  |
| --- | --- |
| ***(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** |

|  |  |
| --- | --- |
| 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**  |

|  |  |
| --- | --- |
| \*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.  |