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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English Pre-AP II** |
| **Week of:**  **Jan. 19 - 26** | **Unit Name:**  **Siddhartha** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **Is ascetism necessary to find enlightenment? Is religion?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of different religions** |
| **Common Core Standards**  **Common Core 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, …**  **10.1c: Propel conversations,…**  **L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…**  **L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Novel, handouts, youtube videos**  **Students: same** |
| ***(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? Discuss each day’s critical questions; ensure 100% participation**  **Daily: Cold Call, Grammar**  **This Week: Siddhartha** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I understand the Indian terms in Siddhartha. I will demonstrate this by passing a Pop Quiz at the end of class. I also understand this week’s Vocabulary words, also from Siddhartha. I will use each one in a sentence on a sentence strip.**  ***(1C)* Do Now: Grammar Practice** | (***1F)*Embedded Formative Assessment: Participation in a Seminar on “The Brahman’s Son.”**  ***(1B)*Closing Activity: Share out sentence strips.**  **HW: Read “With the Semana’s.”** |
| TUESDAY  ***(1C)* Learning Target: I understand the Chapter, “With the Samana”s.” I will participate in a Seminar about it.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: Participation in a Seminar on “With the Semana’s.”**  ***(1B)*Closing Activity: Begin reading “The Untouchables” article. Take Cliff Notes in preparation for a seminar tomorrow. HW: Read “Gotama.”** |
| WEDNESDAY  ***(1C)* Learning Target: I will offer my opinion about “”The Untouchables” in a class Seminar.**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Seminar on “The Untouchables.”**  ***(1B)*Closing Activity: PARCC question**  **HW: Read “The Awakening.”** |
| THURSDAY  ***(1C)* Learning Target: I understand the conflict in this chapter. I will participate in a seminar on “The Awakening.”**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Participation in “The Awakening” seminar.**  ***(1B)*Closing Activity: Form groups (I assign) for Religion project.**  **HW: Read “Kamala.”** |
| FRIDAY  ***(1C)* Learning Target: I understand the chapter on Kamala and can discuss if and how she is a necessary for Siddhartha to find enlightenment.**  ***(1C)* Do Now: PARCC** | (***1F)*Embedded Formative Assessment: Participation in seminar.**  ***(1B)*Closing Activity: Begin reading “With the Child People,” taking Cliff notes.** |
| **Vocabulary:**  **Same as last week: ascetism, etc…** | |
| **Latin/Greek Roots:**  **Peri = round perimeter, periwinkle, periscope**  **Theos = good theologian, theology, polytheism, Dorothy** | |
| **Literary Elements:**  **Aporia = a statement of hesitation in which the speaker (character) expresses to himself a feigned doubt o dilemma: “Should I strike now, or bide my time?” -also known as dubitatio**  **Antiphrasis = an ironic use of a single word: “It was a cool 100 degrees in the shade.”** | |

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