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

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

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| ***(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** |

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| 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.”** |

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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.  |