**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. 9 - 13** | **Unit Name:**  **Siddhartha** |

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| ***(1A)\**Essential Question(s):**  **Why was the river so important to Siddhartha?** | ***(1A/1B)* Connections (prior/future learning):** |
| **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: Siddhartha novel, Unit plan**  **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? Homogeneous grouping, sharing & discussing Final, will help students comprehend the parameters of requirements.**  **Daily: Cold Call, Grammar**  **This Week: Siddhartha/PARCC** | |

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| MONDAY  ***(1C)* Learning Target: I will read and comprehend an essay from the PARCC exam. I will demonstrate comprehension by completing the question presented.**  ***(1C)* Do Now: Predicate nominative; predicate adjective** | (***1F)*Embedded Formative Assessment: Written essay, and discussion of responses**  ***(1B)*Closing Activity: Short seminar on Siddhartha chapter, “The Son.”** |
| TUESDAY  ***(1C)* Learning Target: I will participate in a seminar about Siddhartha’s journey thus far.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Participation in seminar through “Om.”**  ***(1B)*Closing Activity: Fray Template** |
| WEDNESDAY  ***(1C)* Learning Target: DISCOVERY testing**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: DISCOVERY**  ***(1B)*Closing Activity: Vocabulary Cold-Call**  **\*”Govinda” Questions due – Assign FINAL** |
| THURSDAY  ***(1C)* Learning Target: I will work with my group on Part A of the Final. We will begin work on our Outline.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Progress on Part A of Final**  ***(1B)*Closing Activity: Share with class opinion of religion in society and in Siddhartha’s journey.** |
| FRIDAY NO SCHOOL – In Service  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| **Vocabulary:**  Prolific – producing fruit or offspring abundantly; producing a great deal of something  Posthumous – coming after death  Ruminate – to ponder over something; to turn over in the mind; to meditate  Pretext – a false reason concealing a real one; an excuse  Indomitable – unyielding; unconquerable  Mystic – a person who believes that truth or God can best be known through spiritual insight; mysterious  Stringent – strict; sever; tight in finances or credit  Anagram – a word or phrase formed from another by changing the order of the letters eg Kara D. Shain = Kim K  Indigent – poor, needy  Requiem – a mass for the dead; music to honor the dead  Sordid – dirty; filthy; degrading  Phalanx – a formation of massed soldiers; a closely united group | |
| **Latin/Greek Roots:**  Iatros = doctor, comforter pediatrics, geriatrics  Holos = whole, entire, complete holistic, hologram, whole | |
| **Literary Elements:**  Metonymy  Litotes  Subject complement – predicate nominative; predicate adjective | |

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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. |