**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. 23 - 27** | **Unit Name:**  **The Great Gatsby** |

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| ***(1A)\**Essential Question(s):**  **Is “The American Dream” attainable today? Was it in the 1920’s?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Prohibition, Jazz, The American Dream, Al Capone** |
| **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: The Great Gatsby, Unit Plans, SmartBoard, Jazz youtubes, Grammar practice**  **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? Peer tutoring, group collaboration, reteaching, Fray templates help strengthen comprehension.**  **Daily: Cold Call, Comma splices**  **This Week: The Great Gatsby** | |

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| MONDAY  ***(1C)* Learning Target: I understand the background of The Great Gatsby. I will demonstrate this by sharing background knowledge of Prohibition.**  ***(1C)* Do Now: Comma splice corrections.** | (***1F)*Embedded Formative Assessment: Share out Elie Wiesel comments.**  ***(1B)*Closing Activity: Fray Templates of two words.**  **HW: Read pgs. 1 – 42 of GG for Wed. Be prepared to discuss the epigraph of the poem, and why you think Fitzgerald chose this quote? Be prepared to discuss this in Semimar.** |
| TUESDAY  ***(1C)* Learning Target: I understand the background of The Great Gatsby. I will demonstrate this by sharing background knowledge of Prohibition.**  ***(1C)* Do Now: Comma splices – SmartBoard corrections.** | (***1F)*Embedded Formative Assessment: Participation in Seminar.**  ***(1B)*Closing Activity: Listen to Louis Armstrong songs.**  **HW: In groups, assign articles to read. Groups will teach lesson to class tomorrow, by developing questions for class discussion.** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the article I was assigned. I can share the critical points with the class, and will lead a 10 minute discussion about them.**  ***(1C)* Do Now: “Notice how many times Fitzgerald uses the words hope and dream. Explain why he does this?** | (***1F)*Embedded Formative Assessment: Group presentations of articles.**  ***(1B)*Closing Activity: Prohibition youtube**  **HW: Read pgs. 43 – 84 for Friday – be prepared to compare and contrast Tom and Nick.** |
| THURSDAY  ***(1C)* Learning Target: I can contribute to a class poster of Themes and Character Analyses in Gatsby.**  ***(1C)* Do Now: PARCC essay practice** | (***1F)*Embedded Formative Assessment: Character analysis of Tom and Nick poster.**  ***(1B)*Closing Activity: Discuss why Fitsgerald reveal rumors, rather than facts, about Gatsby?** |
| FRIDAY  ***(1C)* Learning Target: I understand my Vocabulary words. I will demonstrate this by passing the quiz.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Vocabulary quiz.**  ***(1B)*Closing Activity: Discuss whether you agree with the adage, “The rich are different.” Explain.** |
| **Vocabulary: same as last week** | |
| **Latin/Greek Roots: same as last week** | |
| **Literary Elements:**  **Biological criticism**  **Virtue Vice** | |

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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. |