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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English II** |
| **Week of:****March 2 - 6** | **Unit Name:** **The Great Gatsby/PARCC** |

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| ***(1A)\**Essential Question(s):**  | ***(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:** **Students:**  |
| ***(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****This Week:**  |

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| MONDAY***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words. I will read the PARCC prompt and complete the essay.*****(1C)* Do Now: What does Jordan’s story of Daisy’s marriage reveal about Daisy?****HW: Read Ch. 5, 6 for Wed.** | (***1F)*Embedded Formative Assessment: PARCC essay.*****(1B)*Closing Activity: Share out PARCC essay.** |
| TUESDAY***(1C)* Learning Target: I can discuss what Meyer Wolfsheim’s role plays in the novel. I will explain why there is so much focus on his nose, and what this tells me about Fitzgerald’s politics.*****(1C)* Do Now: Nick says, “There are only the pursued, the pursuing, the busy, and the tired.” What does Nick mean?** | (***1F)*Embedded Formative Assessment: Socratic dialogue about Meyer Wolfsheim’s role.*****(1B)*Closing Activity: Share out discussion about Gatsby’s attitude.** |
| WEDNESDAY***(1C)* Learning Target: I will read the prompt and do the PARCC narrative practice.** ***(1C)* Do Now: Explain the significance of the green light (Ch. 6), and the effect of the rain on the plot (Ch. 5).****HW: Read Ch. 7 for Friday** | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| THURSDAY***(1C)* Learning Target:** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| FRIDAY ***(1C)* Learning Target:** ***(1C)* Do Now: Describe D** | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| **Vocabulary:****Privy****Parcel****Revelation****Scorn****Abortive****Flounder****Solemn****Epigram****Colossal****Supercilious****Effeminate****Pungent** |
| **Latin/Greek Roots:** |
| **Literary Elements:** |

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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.  |