**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. 16 - 20** | **Unit Name:**  **The Great Gatsby/Things They Carried** |

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| ***(1A)\**Essential Question(s):**  **What are contemporary issues that parallel those of the 20’s?** | ***(1A/1B)* Connections (prior/future learning):**  **Familial, background knowledge of Vietnam War.** |
| **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: Novels, Unit Plans, SmartBoard, Doc. Reader**  **Students: Novels** |
| ***(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? We will watch synopsis of Vietnam War, read two articles, have discussions about causes.**  **Daily: Cold Call**  **This Week: Great Gatsby, Character Development** | |

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| MONDAY  ***(1C)* Learning Target: I can explain and present my project to the class. I will answer questions if asked. I will prepare two questions for a future Quiz.**  ***(1C)* Do Now: I will offer PARCC feedback.** | (***1F)*Embedded Formative Assessment: Power Point presentations of topic.**  ***(1B)*Closing Activity: Begin group Character Analysis chart of Gatsby.** |
| TUESDAY  ***(1C)* Learning Target: Presentations, cont’d**  ***(1C)* Do Now: Loose, Periodic sentences** | (***1F)*Embedded Formative Assessment: Presentations, cont’d**  ***(1B)*Closing Activity: cont. C.A. chart; Socratic Seminar: Are there heroes and villains in Gatsby? If so, who are they and how so?** |
| WEDNESDAY  ***(1C)* Learning Target: I understood the presentations. I will pass the student generated Quiz. Socratic Seminar**  ***(1C)* Do Now: Editing** | (***1F)*Embedded Formative Assessment: Student generated quiz.**  ***(1B)*Closing Activity: Editing** |
| THURSDAY  ***(1C)* Learning Target: I understand the causes of the Vietnam War.**  ***(1C)* Do Now: Rhetorical Devices** | (***1F)*Embedded Formative Assessment: Participation in discussion about background knowledge of Vietnam War.**  ***(1B)*Closing Activity: Find examples of Rhetorical Devices** |
| FRIDAY  ***(1C)* Learning Target:**  ***(1C)* Do Now: Rhetorical Devices** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Find examples of Rhetorical Devices** |
| **Vocabulary:**  **Same as last week** | |
| **Latin/Greek Roots:**  **Same as last week** | |
| **Literary Elements:** | |

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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. |