**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:**  **April 13 - 17** | **Unit Name:**  **The Things They Carried** |

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| ***(1A)\**Essential Question(s):**  **What do you carry? Why is it important to you, and how would you feel if you lost it?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Vietnam** |
| **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, 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?**  **Daily: Cold Call**  **This Week: The Things They Carried** | |

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| MONDAY Ellyn in for me  ***(1C)* Learning Target: I will read stories 1, 2 of TTTC. I will thoughtfully address the Critical questions.**  ***(1C)* Do Now: Address Do Now Question on whiteboard.** | (***1F)*Embedded Formative Assessment: Critical questions due WED.**  ***(1B)*Closing Activity: Share out things you carry.** |
| TUESDAY  ***(1C)* Learning Target: I will read and analyze The Quang Ngai Province and the My Lai Massacre. I will prepare for a Socratic Seminar.**  ***(1C)* Do Now: What are your strongest memories? Are they good or bad?** | (***1F)*Embedded Formative Assessment: Written analysis of artile.**  ***(1B)*Closing Activity: Preparation for seminar.**  **HW: Read Ch. Stories # 3, 4, for Wed.** |
| WEDNESDAY  ***(1C)* Learning Target: I will participate in discussion of Ch. 3, 4.**  ***(1C)* Do Now: What are some emotions the narrator is feeling? How does writing help him deal with his pain?** | (***1F)*Embedded Formative Assessment: Participation in seminar over 3, 4**  ***(1B)*Closing Activity: Read stories # 5, 6 for Thurs.** |
| THURSDAY  ***(1C)* Learning Target: I will read and analyze Kent State Article. I will demonstrate prepareation for discussion.**  ***(1C)* Do Now: Review vocab words** | (***1F)*Embedded Formative Assessment: Kent State discussion preparation.**  ***(1B)*Closing Activity: share out sentences with vocab words** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocab quiz.**  ***(1C)* Do Now: 5 min. study for quiz.** | (***1F)*Embedded Formative Assessment: Quiz**  ***(1B)*Closing Activity: Read stories 7, 8, 9, 10 over weekend** |
| **Vocabulary:**  **Insignia**  **Zeal**  **Cryptic**  **Reticence**  **Vigil**  **Rectitude**  **Surreal**  **Silhouette**  **Aesthetic**  **Proximity**  **Mundane**  **Coy** | |
| **Latin/Greek Roots:**  **Ergon = work energy, ergometer, allergy, synergy**  **Orthos = straight, correct orthodox, orthodontist, orthopedist, orthotics** | |
| **Literary Elements:**  **FOR FINAL EXAM:**  **Alliteration anadiplosis**  **Anaphora anastrophe**  **Antithesis apophasis**  **Apposition assonance**  **Asyndeton euphemism**  **Climax epistrophe**  **Epanalepsis ellipsis**  **Chiasmus expletive**  **Hypophora litotes**  **Metonymy oxymoron**  **Paradox parallelism**  **Parenthesis polysyndeton**  **Pun rhetoric**  **Synecdoche aphorism**  **Didactic pedantic**  **Loose sentence periodic sentence** | |

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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. |