**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 20 - 24** | **Unit Name:** **The Things They Carried** |

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| ***(1A)\**Essential Question(s):** **Is TTTC effective as written (fiction and nonfiction)?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of Vietnam war, veterans, current wars** |
| **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: TTTC 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? Group work, peer tutoring, discussion****Daily: Cold Call****This Week: TTTC** |

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| MONDAY***(1C)* Learning Target: I can discuss “The Dentist.” I will participate in a seminar.*****(1C)* Do Now: Review Vocab words** | (***1F)*Embedded Formative Assessment: Participation in discussion*****(1B)*Closing Activity: Vocab word review****HW: Assign FINAL – due 4/29** |
| TUESDAY - PARCC***(1C)* Learning Target: PARCC, Per. 1, 2, 3*****(1C)* Do Now: Read TTTC** | (***1F)*Embedded Formative Assessment: PARCC/Read*****(1B)*Closing Activity: Discussion – begin outline** |
| WEDNESDAY - PARCC***(1C)* Learning Target: PARCC, Per. 4, 5, 6*****(1C)* Do Now: Critical question** **NO CLASS**  | (***1F)*Embedded Formative Assessment: Participation in discussion*****(1B)*Closing Activity: complete outline** |
| THURSDAY***(1C)* Learning Target: Discuss next stories*****(1C)* Do Now: Critical question** | (***1F)*Embedded Formative Assessment: Participation in discussion*****(1B)*Closing Activity: begin rough draft** |
| FRIDAY ***(1C)* Learning Target: I will make progress on my rough draft.*****(1C)* Do Now: critical question** | (***1F)*Embedded Formative Assessment: Participation in discussion*****(1B)*Closing Activity: continue rough draft** |
| **Vocabulary: from SAT Prep book****Salutary – healthful****Harlequin****Brevity****Savant****Obsequious****Offal****sentient****impinge****nirvana****hoi polloi –the common people; the masses** |
| **Latin/Greek Roots:****Barbarous = foreign barbarian, barbaric, Barbara, rhubarb****Dokein = think, have an opinion, suppose paradox, dogma, dogmatic, orthodox** |
| **Literary Elements: REVIEW terms for Final!!** |

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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.  |