**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 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. |