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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English Pre-AP II** |
| **Week of:**  **April 27 – 30** | **Unit Name:**  **TTTC/American Pie** |

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| ***(1A)\**Essential Question(s):**  **Are the characters in TTTC heroes? Did they deserve a hero’s welcome?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Vietnam War; ballads** |
| **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: Initiate 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, American Pie Unit**  **Students: Novel, American Pie lyrics** |
| *(****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? Participation in discussions**  **Daily: Cold Call, Poetry terms**  **This Week: TTTC, American Pie** | |

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| **MONDAY**  ***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words. I will demonstrate this by using three of them in a conversation with a peer.**  ***(1C)* Do Now: Critical Question** | **(*1F)*Embedded Formative Assessment: Participation; work on Final**  ***(1B)*Closing Activity: Participation in Seminar** |
| **TUESDAY**  ***(1C)* Learning Target: I understand the meanings of the first five Rhetorical Devices. I will find an example of each of them in a newspaper or magazine, in class.**  ***(1C)* Do Now: Critical Question** | **(*1F)*Embedded Formative Assessment: Participation; work on Final**  ***(1B)*Closing Activity: Participation in Seminar** |
| **WEDNESDAY**  ***(1C)* Learning Target: I understand the meanings of the next five Rhetorical Devices. I will find an example of each of them in a newspaper or magazine, in class.**  ***(1C)* Do Now: Critical Question** | **(*1F)*Embedded Formative Assessment: Participation; work on Final**  ***(1B)*Closing Activity: Participation in Seminar** |
| **THURSDAY**  ***(1C)* Learning Target: I understand the meanings of the next five Rhetorical Devices. I will find an example of each of them in a newspaper or magazine, in class.**  ***(1C)* Do Now: Critical Question** | **(*1F)*Embedded Formative Assessment: Participation, work on Final**  ***(1B)*Closing Activity: Participation in Seminar** |
| **FRIDAY**  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | **(*1F)*Embedded Formative Assessment: FINAL due**  ***(1B)*Closing Activity: Begin work on group American Pie** |
| **Vocabulary:**  **Same as last week** | |
| **Latin/Greek Roots**  **Naus = ship, boat nautical, astronaut, cosmonaut**  **Dromos = race course runway dromedary, palindrome** | |
| **Literary Elements:**  **Final list of terms** | |

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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.** |