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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II - PreAP** |
| **Week of:**  **Sept. 28 – Oct. 2** | **Unit Name:**  **Catcher in the Rye** |

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| ***(1A)\**Essential Question(s):**  **Is Holden sane?** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience as a teenager; connections to friends, relatives; background exposure to other period novels** |
| ***(1A)* Common Core/State 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, …** | |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:**  Novel, Salinger Biography |
| ***(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, Discussion, Critical Thinking Questions**  **This Week: Catcher in the Rye;** | |

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| MONDAY  ***(1C)* Learning Target: I will record this week’s Vocabulary Words. I will demonstrate understanding one by using one I feel comfortable with, in a short conversation with a partner.**  ***(1C)* Do Now: Holden frequently seems the need to have to call someone. Explain. Do you have a “life line”?** | (***1F)*Embedded Formative Assessment: Life line essay**  ***(1B)*Closing Activity: Share out responses to Do Now Question.** |
| TUESDAY  ***(1C)* Learning Target: I understand the difference between Lie and Lay. I will demonstrate this by using them correctly in sentences, in a 2 min. conversation with a partner.**  ***(1C)* Do Now: Explain Holden’s need to know about the ducks.** | (***1F)*Embedded Formative Assessment: Ducks essay**  ***(1B)*Closing Activity: Share out responses to Do Now Question.** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the difference between Raise and Rise. I will demonstrate this by using them correctly in sentences, in a 2 min. conversation with a partner.**  ***(1C)* Do Now: What is the significance of bar scene and dancing? Explain, including physical and emotional aspects.** | (***1F)*Embedded Formative Assessment: Bar scene essay**  ***(1B)*Closing Activity: Share out responses to Do Now Question.** |
| THURSDAY  ***(1C)* Learning Target: I understand the difference between Affect and Effect. I will demonstrate this by using them correctly in sentences, in a 2 min. conversation with a partner.**  ***(1C)* Do Now: Explain Holden’s logic concerning the Disciples. Is he rambling or does he have a point?** | (***1F)*Embedded Formative Assessment: Disciples essay**  ***(1B)*Closing Activity: Share out responses to Do Now Question.** |
| FRIDAY  ***(1C)* Learning Target: Why did the fact that the nuns never went anywhere swanky for lunch (127) anger Holden so much? Explain.**  ***(1C)* Do Now: Quiz – Literary Terms** | (***1F)*Embedded Formative Assessment: Quiz**  ***(1B)*Closing Activity: Discuss: How did Salinger’s background influence this novel?** |
| **Vocabulary**  **Rhetorical Devices – see list below** | |
| **Latin/Greek Roots**  **Polis = city metropolis, politics, metropolitan**  **Pyro = fire pyrotechnics, pyromaniac** | |
| **Literary Elements/Rhetorical Devices - Quiz over:**  **Anadiplosis**  **Anaphora**  **Anastrophe**  **Antithesis**  **Apophasis**  **Apposition**  **Asyndeton**  **Assonance** | |

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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. |