**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:**  **Oct 26 - 30** | **Unit Name:**  **Short Stories, Lord of the Flies** |

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| ***(1A)\**Essential Question(s):**  **How is author’s background influential in these short stories? Is personal experience necessary for excellence?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of similar stories, individuals with mental complexities?** |
| ***(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:**  **Novels, Unit Plans** |
| ***(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: Grammar, Cold Call, Discussion of Critical Thinking Questions**  **This Week: Short Stories assignments; Lord of the Flies, Active vs. passive voice** | |

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| MONDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz. I will explain my 3D representation of The Yellow Wallpaper to my peers.**  ***(1C)* Do Now: 5 min. review of Vocab. words** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Share-out comments on effect of The Yellow Wallpaper.** |
| TUESDAY  ***(1C)* Learning Target: I understand the use of irony and symbolism in The Lottery. I will offer a comment in the class discussion.**  ***(1C)* Do Now: What makes an individual powerful? How does individual power change in relationships with different groups?**  **HW: Read Ch. 1, 2** | (***1F)*Embedded Formative Assessment: Participation in dialogue about Do Now questions.**  ***(1B)*Closing Activity: Assign lunchtime observation task, due Friday: *Observe ATC’s student population. Look at characteristics that define and distinguish two groups, such as mannerisms or clothing. What do these groups have in common? In what ways do individuals behave differently when in a group versus alone? Does each group have a leader? What distinguishes the leader from the rest of the group?*** Submit a ONE PAGE analysis FRIDAY. Be prepared to discuss in Seminar. |
| WEDNESDAY  ***(1C)* Learning Target: I will participate in a discussion, at my table, about leadership, how a leader is determined or elected, and if a leader is always willing to lead. My group will share-out a comment to the class.**  ***(1C)* Do Now: Do individuals control groups, or do groups control individuals?** | (***1F)*Embedded Formative Assessment: Participation in dialogue about Do Now questions.**  ***(1B)*Closing Activity: Active/Passive voice practice** |
| THURSDAY  ***(1C)* Learning Target: I will participate in a discussion, at my table, about how physical characteristics influence power. My group will share-out a comment to the class.**  ***(1C)* Do Now: How do fear and desire for acceptance influence human behavior?** | (***1F)*Embedded Formative Assessment: Participation in dialogue about Do Now questions.**  ***(1B)*Closing Activity: Active/Passive voice practice** |
| FRIDAY  ***(1C)* Learning Target: I will participate in a discussion, at my table, about why people choose to join a group. What does the choice to NOT join a group say about an individual? My group will share-out a comment to the class.**  ***(1C)* Do Now: How does violence affect power, control, and acceptance?** | (***1F)*Embedded Formative Assessment: Participation in dialogue about Do Now questions.**  ***(1B)*Closing Activity: Active/Passive voice practice** |
| **Vocabulary – Lord of the Flies**  **Specious plausible but actually false**  **Tacitly without being spoken, is understood or implied**  **Bastion a well-fortified position**  **Hiatus a break, pause**  **Gesticulate make hand motions**  **Ebullience zestful enthusiasm**  **Pall a gloomy effect**  **Festooned decorated**  **Inscrutable not easily understood, mysterious**  **Declivities downward slopes** | |
| **Latin/Greek Roots**  **Dendron = tree dendrite, rhododendron**  **Hypnos = sleep hypnotize, hypnosis, hypnophobia** | |
| **Literary Elements/Rhetorical Devices**  **Allegory, parable** | |

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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. |