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

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| **Instructor’s name:**  **Shain** | **Course/Grade:**  **English II** |
| **Week of:**  **Aug 24 - 28** | **Unit Name:**  **Great Gatsby** |

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| ***(1A)\**Essential Question(s):**  **Who is Gatsby? How did the time period influence Fitzgerald’s writing?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of time period, WWI** |
| ***(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, Computers, Internet, SmartBoard |
| ***(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: FRQ to analyze and discuss; grammar advanced concept, Literary elements/rhetorical devices**  **This Week: Gatsby presentations, party** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words. I will demonstrate this by defining two of them and sharing out with my tablemates.**  ***(1C)* Do Now: The 1920’s was the decade of the “flapper,” the young woman who exercised unprecendeted freedom. Was Jordan Baker a flapper? Defend your position.** | (***1F)*Embedded Formative Assessment: Vocabulary word goup work.**  ***(1B)*Closing Activity: Share out Do Now responses.** |
| TUESDAY  ***(1C)* Learning Target: I understand the basics of a solid thesis statement. I can demonstrate this by recognizing strong/weak ones.**  ***(1C)* Do Now: Compare George Wilson and Tom. What did each man learn about his wife and how did they each react?** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Share out Do Now responses.** |
| WEDNESDAY  ***(1C)* Learning Target: I will explain my topic to the class, and include questions for a class generated quiz.**  ***(1C)* Do Now: What was significant about Nick’s 30th birthday? Explain.** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Share out Do Now responses.** |
| THURSDAY  ***(1C)* Learning Target: I will explain my topic to the class, and include questions for a class generated quiz.**  ***(1C)* Do Now: What is the purpose of Nick’s last meeting with Jordan?** | (***1F)*Embedded Formative Assessment: Presentations, attentiveness, engagement**  ***(1B)*Closing Activity: Share out Do Now responses.** |
| FRIDAY  ***(1C)* Learning Target:** I will pass my Vocabulary quiz and Greek Alphabet quiz.  ***(1C)* Do Now: Would you have liked to live during Gatsby’s time? Why or why not?** | (***1F)*Embedded Formative Assessment: Vocabulary quiz.**  ***(1B)*Closing Activity: Gatsby party/FINAL paper assigned – due Wednesday, Sept. 2** |
| **Vocabulary**  **Levity – n**  **Fervent – adj**  **Facet – aspect, feature - n**  **Innumerable – adj**  **Disdain – v or n**  **Strident – adj**  **Cordial – adj**  **Staid – adj**  **Swathe – v**  **Ingratiate - v** | |
| **Greek Roots**  Greek Alphabet – pronounciation only (next week, learn the capital and small letters/symbols) | |
| **Literary Elements/Rhetorical Devices**  Thesis Statement – what makes a solid one?  Anadiplosis  Analepsis | |

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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. |