**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. 12 – Oct. 16** | **Unit Name:**  **Catcher in the Rye** |

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| ***(1A)\**Essential Question(s):**  **What is the author’s purpose in CITR? Why is the novel still so appealing?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of similar characters** |
| ***(1A)* Common Core/State Standards:**  ***(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, Unit Plan, Textbook |
| ***(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, CITR Critical Questions, Presentations**  **This Week: CITR** | |

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| MONDAY  ***(1C)* Learning Target: I will take notes on Catcher Presentations, and develop one question per presentation for a Student Generated Quiz.**  ***(1C)* Do Now: Indefinite Pronouns** | (***1F)*Embedded Formative Assessment: Question for Quiz**  ***(1B)*Closing Activity: Record this week’s Vocab. words** |
| TUESDAY  ***(1C)* Learning Target: I will take notes on Catcher Presentations, and develop one question per presentation for a Student Generated Quiz.**  ***(1C)* Do Now: Indefinite Pronouns** | (***1F)*Embedded Formative Assessment: Question for Quiz**  ***(1B)*Closing Activity: Research Vocab word meanings; use words in sentences.** |
| WEDNESDAY  ***(1C)* Learning Target: I will read and analyze Adolescent article. I will demonstrate this by beginning my commentary, and will take notes for Th. Socratic Seminar, based on question.**  ***(1C)* Do Now: Are there still “Holden’s” today?** | (***1F)*Embedded Formative Assessment: Notes for Socratic Seminar.**  ***(1B)*Closing Activity: Share out one comment on article.** |
| THURSDAY  ***(1C)* Learning Target: I have prepared for the Socratic Seminar on Adolescent question. I will demonstrate this by using my notes to participate in the SS.**  ***(1C)* Do Now: Logic thinking puzzle** | (***1F)*Embedded Formative Assessment: Participation in Seminar**  ***(1B)*Closing Activity: Final consensus on book – comments.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary quiz.**  ***(1C)* Do Now: Five min. prep for quiz** | (***1F)*Embedded Formative Assessment: Vocab quiz**  ***(1B)*Closing Activity: Review of CITR.** |
| **Vocabulary**  **Writhe**  **Contempt**  **Gossamer**  **Lucid**  **Pervade/pervasive**  **Reverberate**  **Ascertain**  **Abyss/abysmal**  **Factious**  **Ignoble** | |
| **Latin/Greek Roots**  **Geo = earth geography, geometry, geology**  **Petros = rock, stone petroglyph, petroleum, petrified** | |
| **Literary Elements/Rhetorical Devices**  **Expletive, euphemism** | |

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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. |