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

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| **Instructor’s name:**  **Shain** | **Course/Grade:**  **English II Pre-AP** |
| **Week of:**  **Aug 31 – Sept. 4** | **Unit Name:**  **The Great Gatsby/Thesis Practice** |

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| ***(1A)\**Essential Question(s):**  **How do I write a strong Thesis Statement?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of time period** |
| ***(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:**  Unit, Smart Board, Novels |
| ***(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? Small group seminars; student taught concepts**  **Daily: Cold-call, Share-out**  **This Week: Gatsby presentations, Misplaced Modifiers, Thesis Statements** | |

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| MONDAY  ***(1C)* Learning Target: I will take notes on Gatsby presentation. I know I have understood each topic because I can answer the questions posed by the presenters.**  ***(1C)* Do Now: Record this week’s Vocabulary words in my system.** | (***1F)*Embedded Formative Assessment: Note-taking of presentations.**  ***(1B)*Closing Activity: Cold-call questions on presentations.** |
| TUESDAY  ***(1C)* Learning Target: I will pass the Gatsby student-generated quiz.**  ***(1C)* Do Now: Misplaced modifiers** | (***1F)*Embedded Formative Assessment: Student generated quiz.**  ***(1B)*Closing Activity: Write and share out example of incorrect/correct modifiers.** |
| WEDNESDAY  ***(1C)* Learning Target: I will make significant progress on my Final. I will demonstrate this by finishing my rough draft.**  ***(1C)* Do Now: Misplaced modifiers** | (***1F)*Embedded Formative Assessment: Progress on Final.**  ***(1B)*Closing Activity: Write and share out example of incorrect/correct modifiers.** |
| THURSDAY  ***(1C)* Learning Target: I understand the definition of Thesis, and the parameters of writing strong thesis statements.**  ***(1C)* Do Now: Misplaced modifiers** | (***1F)*Embedded Formative Assessment: Practice writing strong thesis statements from examples of weak ones.**  ***(1B)*Closing Activity: Record Vocabulary words in personal system.** |
| FRIDAY  ***(1C)* Learning Target: I will participate in the Socratic Seminar. I will demonstrate I have studied the topic by producing my notes.**  ***(1C)* Do Now: In Do Now book, write examples of correct/incorrect modifiers.** | (***1F)*Embedded Formative Assessment: Gatsby Final due.**  ***(1B)*Closing Activity: Reflection on Gatsby** |
| **Vocabulary – From 100 Words Every High School Graduate Should Know**  **Acumen – n**  **Bellicose – adj**  **Bowdlerize – v**  **Chicanery – n**  **Churlish – adj**  **Fatuous – adj**  **Gauche – adj**  **Hubris – n**  **Infrastructure – n**  **Jejune - adj** | |
| **Latin/Greek Roots**  **Bios = life biology, antibiotics**  **Megas = big, large megalith megalomaniac** | |
| **Literary Elements/Rhetorical Devices**  **Anadiplosis**  **Anaphora**  **Anastrophe** | |

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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. |