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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II Pre-AP** |
| **Week of:**  **October 19 - 23** | **Unit Name:**  **Short Story Unit** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **Are short stories as powerful/effective as novels?** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience with short stories** |
| ***(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, …**  **10.1c: Propel conversations,…**  **L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…**  **L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | |
| ***(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:**  Copies of Story Unit; Stories; Critical Thinking Questions |
| ***(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, Pronouns**  **This Week: The Yellow Wallpaper; The Lottery** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I understand how Charlotte Gilman’s background influenced “The Yellow Wallpaper” and will participate in a discussion about it.**  ***(1C)* Do Now: Pronoun exercise** | (***1F)*Embedded Formative Assessment: I will comment on author’s influence on stories.**  ***(1B)*Closing Activity: Read Shirley Jackson’s biography.** |
| TUESDAY - JULI IN FOR ME  ***(1C)* Learning Target: I will read “The Yellow Wallpaper” and work on the Critical Thinking Questions.**  ***(1C)* Do Now: Review Vocabulary words.** | (***1F)*Embedded Formative Assessment: Progress on questions over story.**  ***(1B)*Closing Activity: Check progress.** |
| WEDNESDAY – JULI IN FOR ME  ***(1C)* Learning Target: I will read “The Lottery” and work on the Critical Thinking Questions.**  ***(1C)* Do Now: Vocabulary review** | (***1F)*Embedded Formative Assessment: Progress on questions over story.**  ***(1B)*Closing Activity: Check progress.** |
| THURSDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz**  ***(1C)* Do Now: Pronoun exercise** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Story reflection** |
| FRIDAY – NO SCHOOL: P/T CONFERENCES  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| **Vocabulary**  **Same as last week** | |
| **Latin/Greek Roots**  **Same as last week** | |
| **Literary Elements/Rhetorical Devices**  **Same as last week** | |

|  |  |
| --- | --- |
| \*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. |