**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:**  **Nov. 8 - 13** | **Unit Name:**  **Lord of the Flies; PASATIEMPO Contest** |

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| ***(1A)\**Essential Question(s):**  **Are we all inherently evil, as Golding suggests? Is creative writing more challenging than writing a novel?** | ***(1A/1B)* Connections (prior/future learning):**  **Experience with group behavior, cliques** |
| ***(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:**  LOTF Unit, Novel  PASATIEMPO short story |
| ***(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; No-Opt Out**  **This Week: LOTF, Short story writing** | |

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| MONDAY  ***(1C)* Learning Target: I understand the Rhetorical Devices to date. I will demonstrate this by finding examples in newspapers and magazines, and presenting a poster of examples of five different ones – at my table.**  ***(1C)* Do Now: Pop Quiz, LOTF** | (***1F)*Embedded Formative Assessment: Group poster of Rhetorical Devices.**  ***(1B)*Closing Activity: Cold-call on students to use a R.D. in a sentence.**  **HW: LOTF FINAL ASSIGNED; DUE NOV 18** |
| TUESDAY  ***(1C)* Learning Target: I will brainstorm a list of ten ideas for PASATIEMPO short story, and select one. I will begin an outline of subtopics.**  ***(1C)* Do Now: Write example of Rhetorical Device on whiteboard.** | (***1F)*Embedded Formative Assessment: Brainstorm list; outline**  ***(1B)*Closing Activity: Cold-call on students to use a R.D. in a sentence.** |
| WEDNESDAY  ***(1C)* Learning Target: I will finish an outline of my short story, and will begin a rough draft.**  ***(1C)* Do Now: Write example of Rhetorical Device on whiteboard.** | (***1F)*Embedded Formative Assessment: Progress on rough draft.**  ***(1B)*Closing Activity: Cold-call on students to use a R.D. in a sentence.** |
| THURSDAY  ***(1C)* Learning Target: I will finish the rough draft of my story.**  ***(1C)* Do Now: Write example of Rhetorical Device on whiteboard.** | (***1F)*Embedded Formative Assessment: Completed rough draft**  ***(1B)*Closing Activity: Cold-call on students to use a R.D. in a sentence.** |
| FRIDAY  ***(1C)* Learning Target: I will have a peer edit my rough draft.**  ***(1C)* Do Now: Rhetorical Device Quiz** | (***1F)*Embedded Formative Assessment: Rhetorical Device Quiz**  ***(1B)*Closing Activity: Logic puzzles** |
| **Vocabulary**  **Enmity Demure**  **Decorous Corpulent**  **Tirade Myopia**  **Vicissitudes parried**  **Taboo acrid**  **Jeer premise**  **Leviathan argument**  **Crestfallen deductive**  **Impervious inductive**  **Rebuke valid** | |
| **Latin/Greek Roots**  **Ornis/ornithos = bird ornithology, ornithophile**  **Amphi = both amphibian amphitheater** | |
| **Literary Elements/Rhetorical Devices**  **Chiasmus hypophora**  **Epanalepsis litotes**  **Epistrophe metonymy – using a closely related object as a substitute for the object or idea in mind**  **Expletive synecdoche – using a part to represent a whole** | |

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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. |