**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:**  **11/16 - 20** | **Unit Name:**  **DEA Testing, Movie, The Most Dangerous Game,**  **LOTF FINAL DUE** |

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| ***(1A)\**Essential Question(s):**  **Does poetry resonate with you? Why or why not? Do you relate to or connect with poetry?** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience with poetry** |
| ***(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:**  The Most Dangerous Game 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: The Most Dangerous Game, Testing** | |

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| MONDAY  ***(1C)* Learning Target: I will read The Most Dangerous Game and address the critical thinking questions.**  ***(1C)* Do Now: I will record this week’s Vocabulary words and Literary Devices in my system.** | (***1F)*Embedded Formative Assessment: Progress on story.**  ***(1B)*Closing Activity:**  **HW: Begin Critical Questions** |
| TUESDAY  ***(1C)* Learning Target: I will work on TMDG critical questions – due WED.**  ***(1C)* Do Now: I will use five words in complete sentences with a partner.** | (***1F)*Embedded Formative Assessment: Progress on story.**  ***(1B)*Closing Activity: Share-out opinion on story.** |
| WEDNESDAY – MOVIE DAY  ***(1C)* Learning Target: I will share out a comment about story. Is he a sociopath?**  ***(1C)* Do Now: Participation in character analysis discussion – until students leave for movie** | LOTF FINAL DUE  (***1F)*Embedded Formative Assessment: Story Due**  ***(1B)*Closing Activity: n/a (students gone)** |
| THURSDAY  ***(1C)* Learning Target: DEA Testing**  ***(1C)* Do Now: prepare for testing** | (***1F)*Embedded Formative Assessment: DEA Testing**  ***(1B)*Closing Activity: n/a** |
| FRIDAY  ***(1C)* Learning Target: DEA Testing**  ***(1C)* Do Now: Vocab. Quiz after testing** | (***1F)*Embedded Formative Assessment: DEA Testing**  ***(1B)*Closing Activity: Quiz** |
| **Vocabulary**  **Posted last week** | |
| **Latin/Greek Roots**  **Akros = topmost, extreme, high point acropolis, acrobat, acrobatics**  **Ana = along, up, through analysis, anatomical, anatomy** | |
| **Literary Elements/Rhetorical Devices**  **Paradox, oxymoron, parallelism** | |

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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. |