**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. 30 – Dec. 4** | **Unit Name:**  **The Apology; The Iliad** |

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| ***(1A)\**Essential Question(s):**  **Are your beliefs more important than your life?** | ***(1A/1B)* Connections (prior/future learning):** |
| ***(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:**  Teacher Unit; Textbook  Student Textbooks |
| ***(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; Grammar**  **This Week: Ancient Greece** | |

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| MONDAY  ***(1C)* Learning Target: I will read and comprehend The Apology; I will record and comprehend the Vocabulary Words; I will respond to the Do Now question.**  ***(1C)* Do Now: Respond and comment on question** | (***1F)*Embedded Formative Assessment: Participation in discussion**  ***(1B)*Closing Activity: Progress on Critical Questions** |
| TUESDAY  ***(1C)* Learning Target: I will respond to the Do Now question. I will participate in a discussion of the Critical Questions**  ***(1C)* Do Now: Critical thinking question** | (***1F)*Embedded Formative Assessment: Participation in dialogue.**  ***(1B)*Closing Activity: Progress on Critical Questions** |
| WEDNESDAY  ***(1C)* Learning Target: I will**  ***(1C)* Do Now: I will respond to the Do Now Questions.** | (***1F)*Embedded Formative Assessment: Critical Questions Due**  ***(1B)*Closing Activity: I will participate in the discussion of the Do Now question.** |
| THURSDAY  ***(1C)* Learning Target: I will begin to listen to the audio of “The Rage of Achilles” and “The Death of Hector”.**  ***(1C)* Do Now: Critical Question** | (***1F)*Embedded Formative Assessment: Progress on Iliad questions.**  ***(1B)*Closing Activity: Review of Literary Elements** |
| FRIDAY  ***(1C)* Learning Target: I will participate in the Socratic Seminar on Socrates’s choice.**  ***(1C)* Do Now: Preparation for Socratic Seminar** | (***1F)*Embedded Formative Assessment: Particpation; Notes on Socratic Seminar**  ***(1B)*Closing Activity: Overall reflection of Socrates’s choice** |
| **Vocabulary**  **Detractor**  **Reproach**  **Acquittal**  **Censure**  **Faculty**  **intimation** | |
| **Latin/Greek Roots** | |
| **Literary Elements/Rhetorical Devices** | |

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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. |