**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:** **Dec. 7 - 11** | **Unit Name:** **The Rage of Achilles/ The Death of Hector** |

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| ***(1A)\**Essential Question(s):** **Is Achilles a hero or a villain?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of ancient Greece, Gods, Myths,…** |
| ***(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:** Textbook, tapes |
| ***(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 The Rage of Achilles. I will demonstrate comprehension by responding to the Critical Thinking Questions.*****(1C)* Do Now: What is the purpose of nicknames?** |  (***1F)*Embedded Formative Assessment: Check to see if Vocab words are recorded.*****(1B)*Closing Activity: Discuss Do Now question** |
| TUESDAY***(1C)* Learning Target: I will review the Rhetorical Devices that will be on the Final. I can demonstrate comprehension by giving examples of them with my peers at my table.*****(1C)* Do Now: What do we learn from ancient literature like “Rage”?**  | (***1F)*Embedded Formative Assessment: Examples of using Rhetorical Devices*****(1B)*Closing Activity: Share out examples** |
| WEDNESDAY***(1C)* Learning Target: I will respond to the Critical Thinking Questions on pg. 227 – due Fri.*****(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Progress on questions (after reading)*****(1B)*Closing Activity: Reflection on Achilles and Hector - relationship** |
| THURSDAY – Jamie subbing for me***(1C)* Learning Target: I will respond to the Critical Thinking Questions on page 227.** ***(1C)* Do Now: I will ensure I know the meanings of all the Rhetorical Devices for tomorrow’s quiz.** | (***1F)*Embedded Formative Assessment: Critical Thinking Questions. Due Fri.*****(1B)*Closing Activity: Review Rhetorical Devices with a peer.** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocab./Latin Roots/ Rhetorical Devices Quiz.*****(1C)* Do Now: 5” Review** | (***1F)*Embedded Formative Assessment: Quiz*****(1B)*Closing Activity: Review quiz** |
| **Vocabulary****Extricate – to release from entanglement or difficulty****Rift – a split; a break in friendly relations****Posthumous – coming after death****Supersede – to replace; to cause to be set aside; to follow after****Arbiter – a person chosen to decide a dispute****Prosaic – matter-of-fact; ordinary; commonplace****Apprise – to notify; to inform; t give notice to****Insouciant – without regard; careless attitude****Succulent – juicy; plant with leaves that conserve moisture****Polemic – an argument, especially an attack on established beliefs** |
| **Latin/Greek Roots****Iatros = doctor, comforter pediatrics, geriatrics****Holos = whole, entire, complete holistic, hologram, whole** |
| **Literary Elements/Rhetorical Devices****Polysyndeton – deliberate use of many conjunctions** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-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.  |