**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:**  **Jan. 4 - 8** | **Unit Name:**  **Siddhartha** |

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| ***(1A)\**Essential Question(s):**  **Is Ascetism vital to Self-Enlightenment? Explain.** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Christianity, Buddhism, Jesuis, Ghandi, the Buddha…** |
| ***(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:**  Novel, Background information, Smartboard for Grammar |
| ***(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: Grammar-Participles: form of verb used as an adjective, Vocabulary, Siddhartha reading, Critical Questions, Discussion**  **This Week: Siddhartha** | |

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| MONDAY  ***(1C)* Learning Target: I understand the background of Siddhartha. I will participate in a class discussion about background knowledge of the Buddha.**  ***(1C)* Do Now: Participle practice** | (***1F)*Embedded Formative Assessment: Record Vocab. Words; participate in discussion.**  ***(1B)*Closing Activity: Read Designated Religion; be prepared to share facts tomorrow.** |
| TUESDAY  ***(1C)* Learning Target: I understand the concept of “The Untouchables” and will begin a draft of a commentary of this article. I will share out Wed.**  ***(1C)* Do Now: Participle practice** | (***1F)*Embedded Formative Assessment: Sharing of Religions info. Progress on commentary.**  ***(1B)*Closing Activity: Share out example of Rhetorical Device.**  **HW: “The Brahmin’s Son”** |
| WEDNESDAY  ***(1C)* Learning Target: I will contribute to a Character Analysis chart of Siddhartha, paying particular attention to his flaws.**  ***(1C)* Do Now: Participle practice** | (***1F)*Embedded Formative Assessment: Participation in Discussion.**  ***(1B)*Closing Activity: Share out example of Rhetorical Device.**  **HW: “With the Samanas”** |
| THURSDAY  ***(1C)* Learning Target: I will being my Group work on the Noble Truths.**  ***(1C)* Do Now: Participle practice** | (***1F)*Embedded Formative Assessment: Participation in Discussion. Progress on Noble Truths project.**  ***(1B)*Closing Activity: Share out example of Rhetorical Device.**  **HW: “Gotama”** |
| FRIDAY  ***(1C)* Learning Target: I will participate in the discussion, and continue work on the Noble Truths project.**  ***(1C)* Do Now: Participle practice** | (***1F)*Embedded Formative Assessment: Participation in Discussion.**  ***(1B)*Closing Activity: Share out example of Rhetorical Device.**  **HW: “Awakening”** |
| **Vocabulary**  **Ablution**  **Supple**  **Ardent**  **Avaricious**  **Atonement**  **Transient**  **Sage**  **Ascetic**  **Blanch**  **Resignation** | |
| **Latin/Greek Roots**  **Eu = good, well, pleasant eulogy, euphemism, euphoria**  **Archos = chief, principle, primitive architect, archaeology, archery** | |
| **Literary Elements/Rhetorical Devices – FOR THE SEMESTER**  **Paranthesis Sarcasm**  **Didactic Satire**  **Homily Semantics**  **Loose/periodic sentence Subject complement**  **Parody Symbol, symbolism – natural, conventional, literary**  **Pedantic Synesthesia**  **Understatement Wit**  **Amplification Anacoluthon**  **Antanagoge Antimetabole**  **Bdelygmia Bomphiologia**  **Brachyology Cacophony**  **Catachresis Dehortatio** | |

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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. |