**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. 18 - 22** | **Unit Name:** **Siddhartha, Hyphens and Dashes** |

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| ***(1A)\**Essential Question(s):** **“Man’s Search for Meaning” - Consider Siddhartha’s quest to find his “self” with your own.**  | ***(1A/1B)* Connections (prior/future learning):****Background knowledge of religions** |
| ***(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:** Siddhartha novel; grammar on Smartboard |
| ***(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? Group work/discussions will reinforce concepts and skills for all students.****Daily: Grammar; writing based on Siddhartha analysis****This Week: Siddhartha, Hypens and Dashes** |

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| MONDAY – NO SCHOOL***(1C)* Learning Target:** ***(1C)* Do Now:**  |  (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| TUESDAY***(1C)* Learning Target: I comprehend the chapter, “Gotama”. I can address the Do Now question thoughtfully and I will participate in a class discussion about it.*****(1C)* Do Now: According to Siddhartha, how will he find enlightenment? He has been referred to as a “restful youth”; is this a current, universal conception/misconception? Explain and support.** | (***1F)*Embedded Formative Assessment: Written response to Do Now question. Homework on Gotama and With the Samanas. Participation on discussion.*****(1B)*Closing Activity: 5” Discussion on Vocab words** |
| WEDNESDAY***(1C)* Learning Target: I can analyze the chapter, “Awakening”. I can address the Do Now question thoughtfully and I will participate in a class discussion about it.*****(1C)* Do Now: What does finding “the self” imply? Why has it occupied Siddhartha so? Can you relate? Explain.** | (***1F)*Embedded Formative Assessment: Written response to Do Now question.Homework on Awakening.*****(1B)*Closing Activity: Hyphen and Dash Usage - Smartboard** |
| THURSDAY – JAMIE IN FOR ME***(1C)* Learning Target: I will read and analyze Harry Truman’s speech. I will interpret the Common Core questions, and respond critically to them, on paper, to submit.*****(1C)* Do Now: Compare/contrast Truman’s ideals about civil rights with today’s current political viewpoints about this issue. Support with background knowledge.**  | (***1F)*Embedded Formative Assessment: Written response to Do Now question. Truman analysis*****(1B)*Closing Activity: Hyphen and Dash Usage - Smartboard** |
| FRIDAY ***(1C)* Learning Target: I will evaluate the Chapters Kamala and Amongst the People. I can address the Do Now question thoughtfully and I will participate in a class discussion about it.*****(1C)* Do Now: How has Siddhartha’s point of view changed? How does his writing style reflect this? (Kamala). What has Kamala taught him? Are these lessons applicable today? Defend your position.** | (***1F)*Embedded Formative Assessment: Written response to Do Now question. Written response to Do Now question. Homework on Amongst the People.*****(1B)*Closing Activity: 5” reflection on Siddhartha – comments for participation grade.** |
| **Vocabulary****Cairn****Derision (deride)****Maven****Peregrinations****Dilettante****Peroration****Augury****Torque****Predilection****Manna** |
| **Latin/Greek Roots****Eco = house ecology, economics, ecumenism****Kine = movement, motion kinesthetic, telekinesis, kinetic energy**  |
| **Literary Elements/Rhetorical Devices****List for semester on whiteboard – start studying!!** |

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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.  |