**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:**  **Feb. 15 - 19** | **Unit Name:**  **The Kite Runner, DEA Testing** |

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| ***(1A)\**Essential Question(s):**  **What event has most affected your life? Is Afghanistan’s narcotics industry justifiable? Explain.** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of WWII** | |
| **Common Core 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. Modifications in reading; peer tutoring, discussions-whole group, table** | | ***(1D)* Resources/Materials:**  **Teacher:**  **Students:** |
| ***(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? Small group reteaching; whole group presentations and discussions; seminars**  **Daily: Cold Call**  **This Week: TKR, DEA** | | |

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| MONDAY NO SCHOOL – PRESIDENT’S DAY  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY  ***(1C)* Learning Target: I understand that Afghanistan is a “narco-state”. I can discuss the pros and cons of this with my tablemates and share a comment with the class.**  ***(1C)* Do Now: Gerunds** | (***1F)*Embedded Formative Assessment: Pop Quiz over Chapters 11-13.**  ***(1B)*Closing Activity: Discussion about drugs in this country.**  **HW: Read Chapters 14, 15, 16 for tomorrow** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the theme of sacrifice in TKR, and can write a one page essay about it.**  ***(1C)* Do Now: Gerunds, Participles** | (***1F)*Embedded Formative Assessment: Essay on sacrifice.**  ***(1B)*Closing Activity: Exercise on Denotation and Connotation.**  **HW: Read Chapters 17, 18, 19** |
| THURSDAY  ***(1C)* Learning Target: I can address the Do Now question in an FRQ. I will demonstrate comprehension by sharing a comment with the class.**  ***(1C)* Do Now: Address this question. Be prepared to defend your answer. Farid said to Amir, “You’ve always been a tourist here, you just didn’t know it” (232). What does he mean?** | (***1F)*Embedded Formative Assessment: Essay and discussion.**  ***(1B)*Closing Activity: Has your opinion of Amir changed?**  **HW: Read Chapters 20, 21; address three of the given questions.** |
| FRIDAY  ***(1C)* Learning Target: After what happened in Afghanistan has Amir’s view of himself changed?” Explain your response in a one-page essay.**  ***(1C)* Do Now: Explain why Amir talks to a beggar. Is he different?** | (***1F)*Embedded Formative Assessment: Critical Thinking Questions due.**  ***(1B)*Closing Activity: Has Amir changed?**  **HW: Read Chapters 22, 23 for MONDAY** |
| **Vocabulary:**  **Chagrin – strong feelings of embarrassment**  **Sallow – unhealthy looking**  **Ambivalent – uncertain or unable to decide about what course to follow**  **Enunciate – speak, pronounce, or utter in a certain way**  **Indefatigable – incapable of being tired out**  **Disingenuous – lacking in candor or sincerity; insincere**  **Debonair – suave, worldly**  **Dearth – scarcity, lack of; cause of death (dearth’s door)**  **Perspicacious (perspicacity) – keen mental perception and understanding**  **Pertinacious – stubbornly persistent ;holding stubbornly to position or opinion** | |
| **Latin/Greek Roots:**  **Ana = up, back again, along, through analysis, analog, analogy, anatomy**  **Orthos = straight, correct orthodox, orthodontist, orthopedist, orthotics** | |
| **Literary Elements:**  **Parenthesis**  **Analocution**  **Antimetabole**  **Bomphiologia**  **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. |