**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 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.  |