**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:**  **March 14 – 18** | **Unit Name:**  **Ghost Soldiers** |

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| ***(1A)\**Essential Question(s):**  **Does unfamiliar vocabulary help or hinder comprehension of this novel? Explain.** | ***(1A/1B)* Connections (prior/future learning):**  **Prior knowledge of Bataan Death March** |
| ***(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, …**  **10.1c: Propel conversations,…**  **L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…**  **L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | |
| ***(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, Youtube videos, interviews, personal stories |
| ***(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 review, Cold call, Critical Questions**  **This Week: Ghost Soldiers** | |

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| MONDAY  ***(1C)* Learning Target: I comprehend the novel through Chapter 4. I can address the Critical Thinking Question thoroughly.**  ***(1C)* Do Now: Grammar review** | (***1F)*Embedded Formative Assessment: Thorough response to CTQ**  ***(1B)*Closing Activity: Review Hampton’s words!**  **HW: Read Ch. 5** |
| TUESDAY  ***(1C)* Learning Target: I comprehend the novel through Chapter 5. I can address the Critical Thinking Question thoroughly.**  ***(1C)* Do Now: Grammar review** | (***1F)*Embedded Formative Assessment: Thorough response to CTQ**  ***(1B)*Closing Activity: Grammar review**  **HW: Read Ch. 6** |
| WEDNESDAY  ***(1C)* Learning Target: I comprehend the novel through Chapter 6. I can address the Critical Thinking Question thoroughly.**  ***(1C)* Do Now: Grammar review** | (***1F)*Embedded Formative Assessment: Thorough response to CTQ**  ***(1B)*Closing Activity: Grammar review**  **HW: Read Ch. 7** |
| THURSDAY  ***(1C)* Learning Target: I comprehend the novel through Chapter 7. I can address the Critical Thinking Question thoroughly.**  ***(1C)* Do Now: Grammar review** | (***1F)*Embedded Formative Assessment: Thorough response to CTQ**  ***(1B)*Closing Activity: Grammar review**  **HW: Read Ch. 8** |
| FRIDAY  ***(1C)* Learning Target: I comprehend the novel through Chapter 8. I can address the Critical Thinking Question thoroughly.**  ***(1C)* Do Now: Grammar review** | (***1F)*Embedded Formative Assessment: Thorough response to CTQ**  ***(1B)*Closing Activity: Vocab Quiz**  **HW: Read Ch. 9 – 11**  **Monday, March 21 during class, and Monday night, we will read 12 and 13, for Hampton Sides’s visit March 15!!** |
| **Vocabulary**  **Stafe promulgate**  **Peal ratify**  **Perfunctory caprices**  **Pyre arduous**  **Pall posterity**  **Serendipity cajole**  **Troll sobriquet**  **Nuance quell**  **Squalid prudence**  **Sordid equanimity** | |
| **Latin/Greek Roots**  **Heteros = other, different heterogeneous, heterosexual, heteronomy (not self-governing or autonomy)**  **Hypo = under, below hypodermic, hypothermia, hypochondria, hypocritical** | |
| **Literary Elements/Rhetorical Devices- Concentrate on:**  **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. |