**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 21 – 24 – NO SCHOOL FRIDAY** | **Unit Name:**  **Ghost Soldiers** |

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| ***(1A)\**Essential Question(s):**  **Is the concept of a “will to live” real? Defend your position.** | ***(1A/1B)* Connections (prior/future learning):**  **Prior knowledge of Bataan Death March, WWII** |
| ***(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 |
| ***(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: FRQ, Cold call**  **This Week: Ghost Soldiers, Hampton visits** | |

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| MONDAY  ***(1C)* Learning Target: I will contribute to a class list of questions to ask Hampton. The class will compile a list of the ten best questions, and will decide who will ask which questions.**  ***(1C)* Do Now: What question would you ask Hampton? Focus on writing more than on content.** | (***1F)*Embedded Formative Assessment: FRQ, Ch. 9, 10**  ***(1B)*Closing Activity: Review question list** |
| TUESDAY  ***(1C)* Learning Target: I will participate in a discussion with Hampton Sides.**  ***(1C)* Do Now: Report to Phoenix Center** | (***1F)*Embedded Formative Assessment: Participation in discussion with Hampton.**  ***(1B)*Closing Activity: Report to 2nd Period from Phoenix Center.** |
| WEDNESDAY  ***(1C)* Learning Target: I will discuss how the action of GS has been propelled to entice readers.**  ***(1C)* Do Now: What was a theme of GS? Defend.** | (***1F)*Embedded Formative Assessment: FRQ over Ch. 12**  ***(1B)*Closing Activity: Discussion about theme.** |
| THURSDAY  ***(1C)* Learning Target: I will complete the FRQ over Ch. 13 and the Epilogue. I will participate in a discussion about the overall impact of the book.**  ***(1C)* Do Now: What was the author’s purpose for writing GS?** | (***1F)*Embedded Formative Assessment: FRQ over Ch. 13 and the Epilogue.**  ***(1B)*Closing Activity: Reflection on GS** |
| FRIDAY  ***(1C)* Learning Target: NO SCHOOL – SPRING BREAK!**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:.** |
| **Vocabulary – for March 28 – April 1**  **Ruse**  **Paroxysm**  **Fervor**  **Circuitous**  **Fealty**  **Harangue**  **Linchpin**  **Ingress/egress**  **Acrid**  **Feckless** | |
| **Latin/Greek Roots**  **Monos = solitary, alone monarch, monastery, monologue, monotone, monopoly**  **Ergo = work surgery, ergonomics, allergy, energy** | |
| **Literary Elements/Rhetorical Devices**  **Anacolution**  **Cacophony**  **Bompiologia**  **Catachresis** | |

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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. |