**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name:** **April 25 - 29** | **Course/Grade:** **English II Pre-AP** |
| **Week of:** **April 25 – April 29** | **Unit Name:** **The Things They Carried** |

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| ***(1A)\**Essential Question(s):** **Does writing help O’Brien face/deal with/ cope with his memories and feelings about Vietnam? Why do people write diaries, journals, books about their experiences?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of Vietnam, Youtube documentaries, pictures** |
| ***(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, handouts |
| ***(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: TTTC readings, quizzes****This Week: TTTC** |

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| MONDAY***(1C)* Learning Target: I understand what kinds of truths surrealism can reveal. I will demonstrate this by explaining the quote on page 67: “In any war story…”*****(1C)* Do Now: In one paragraph, explain the term “surrealism” and be prepared to share your answer.** |  (***1F)*Embedded Formative Assessment: Quiz over “How to Tell” “The Dentist” and “Friends”. Essay, due Tuesday, on quote on pg. 67.*****(1B)*Closing Activity: Youtube photos****HW: Assignment on surrealism – in class****HW: Read “Sweetheart” “Stockings” and “Church” for Wed.** |
| TUESDAY***(1C)* Learning Target: I will read “Conscription and the US Draft” and will participate in a discussion on the previous night’s chapters and on this article. We will demonstrate comprehension by compiling a group poster about our thoughts.** ***(1C)* Do Now: Quiz over reading.** | (***1F)*Embedded Formative Assessment: Seminar participation.*****(1B)*Closing Activity: Draft selection exercise****HW: Read “The Man I Killed” “Ambush” and “Style” for Wednesday.** |
| WEDNESDAY***(1C)* Learning Target: I will address the FRQ on Structure. I will demonstate understanding by addressing the components in the question thoroughly, thoughtfully, and I will use TBE for evidence.** ***(1C)* Do Now: Quiz over reading.** | (***1F)*Embedded Formative Assessment: Pop Quiz.** ***(1B)*Closing Activity: Progress on structure essay.****HW: Essay on Structure: in class; DUE Friday.** |
| THURSDAY***(1C)* Learning Target: I understand how humor masks other emotions. I will explain my thoughts in a one-page essay, relating it to “The Man I Killed”.*****(1C)* Do Now: Quiz over reading** | (***1F)*Embedded Formative Assessment: Humor essay.*****(1B)*Closing Activity: OM & TS Presentations** |
| FRIDAY ***(1C)* Learning Target:** **I understand the meanings of the Vocabulary words and I will pass my Vocabulary Quiz.*****(1C)* Do Now: 5” Study for Quiz** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz.*****(1B)*Closing Activity: HW: For Monday, read “Speaking of Courage” “Notes” and “In the Field”** |
| **Vocabulary****Rhetorical Devices for this semester** |
| **Latin/Greek Roots****Barbarous = foreign barbarian, barber, rhubarb****Eu = well, good, pleasant euphoria, euphemism, eulogy, euphony, eugenics** |
| **Literary Elements/Rhetorical Devices****Rhetorical Devices for this semester** |

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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.  |