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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **8th English Reg./Honors** |
| **Week of:****10/13 – 10-16**  | **Unit Name:** **Finish Buried Onions/Call of the Wild** |

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| ***(1A)\**Essential Question(s):** **Do people need goals to be happy?** | ***(1A/1B)* Connections (prior/future learning):** Cultural background |
| **Common Core Standards**[CCSS.ELA-LITERACY.RL.8.1](http://www.corestandards.org/ELA-Literacy/RL/8/1/)Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.[CCSS.ELA-LITERACY.RL.8.2](http://www.corestandards.org/ELA-Literacy/RL/8/2/)Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.[CCSS.ELA-LITERACY.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/)Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.[CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.[CCSS.ELA-LITERACY.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/)Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher:** BO Novel, Novel Study Final Rubric/Call of the Wild Novel**Students:** BO Novel, Final Rubric/Call 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:** Cold Call, S/V Agreement, Five minute Latin Roots review**This Week:** BO Final/Call of the Wild Concepts |

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| MONDAY***(1C)* Learning Target:** I understand this week’s Vocabulary Words. I will participate in a two minute conversation with a partner, using five words meaningfully.***(1C)* Do Now: S/V practice** | (***1F)*Embedded Formative Assessment:** Participation in Vocab discussion***(1B)*Closing Activity:** Discuss Jack London’s Naturalism |
| TUESDAY***(1C)* Learning Target:** I will address the questions, in a five paragraph essay, “What is Eddie leaving behind?” and “What is in store for Eddie in the future?” I understand the meanings of this week’s Vocabulary Words.***(1C)* Do Now: S/V Practice** | (***1F)*Embedded Formative Assessment:** Essay due today or tomorrow.***(1B)*Closing Activity:** Progress on essay. |
| WEDNESDAY***(1C)* Learning Target:** I will work on the Rough Draft of my Final.***(1C)* Do Now:** Grammar corrections-BO | (***1F)*Embedded Formative Assessment:** Rough Draft progress.***(1B)*Closing Activity:** Discussion about Jack London’s Naturalism concept. |
| THURSDAY***(1C)* Learning Target**: I will work on the Project portion of my Final.***(1C)* Do Now:** S/V Agreement | (***1F)*Embedded Formative Assessment:** Progress on Part B of Final.***(1B)*Closing Activity:** Read Intro to COTW |
| FRIDAY ***(1C)* Learning Target:** I will submit my Final Essay and present my Part B, and pass my Greek Roots Quiz.***(1C)* Do Now:** S/V Agreement | (***1F)*Embedded Formative Assessment:** Greek Roots Quiz, Finals due***(1B)*Closing Activity:** Presentations |
| **Vocabulary:** From *Buried Onions*TotterWaverSplayedPalsiedIncinerateGalvanizeDivertLitany, 142FlinchEmblem, 133\*Euthanize\*picturesque |
| **Latin/Greek Roots:**Ars, artis = art artist, artillery, artifactTempus = time temperature, temporary, temporal |
| **Literary Elements:**NaturalismDocudramaVirtueVice |

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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.  |