**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th** |
| **Week of:**  **Feb. 3 - 7** | **Unit Name:**  **Flowers for Algernon/Grammar review/Persuasive Writing Unit**  **3rd: Call of the Wild continues** |

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| **Common Core/ NM Content Standards:**  **RL8.1 – Cite the textual evidence that most strongly supports…**  **RL8.2 – Determine a theme or central idea of a text and analyze…**  **RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…**  **RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…**  **W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |

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| **Essential Question(s):**  **Is what the scientists propose ethical?** | **Connections (prior learning/prior knowledge)**  **Background knowledge and experience with handicapped individuals** |
| **Other considerations (modifications, accommodations, acceleration, etc.):** | **Resources/Materials**  **Teacher: Novel, Persuasive Writing Unit, Grammar transparencies**  **Students: Novel, Do Now books** |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily**: DOL check – Cold Call    **This Week:** Flowers for Algernon, Review Grammar, Persuasive Writing Outline & Rough Draft  **Unit:** Flowers for Algernon; Persuasive Writing Unit | |
| **Vocabulary**  **Perplex**  **Degenerate**  **Hostility**  **Interim**  **Opportunist**  **Feebleminded**  **Cognition**  **Rorschach test**  **Adroit**  **Blasphemous**  **\*begrudge**  **\*dissociation** | |
| **Latin Roots**  Porcus = pig pork, porcine, porpoise, porcupine  Urbs/Urbis = city urban suburban, suburbanite | |
| **Literary Elements**  Chronicle – a record of events over a period of time, written in chronological, usually factual  Bombast – overly inflated speech inappropriate to its subject or thought | |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target- I understand the meanings of this week’s Vocabulary words.  I will demonstrate this by engaging in a two minute conversation, with a partner, using multiple words correctly.  3rd: Continue COTW | Assignment(s) Due-  Review Grammar, Vocabulary  Flowers Critical Questions due Wed.  3rd: Poster on Thornton’s Character |
| TUESDAY  Learning Target-  I can complete an Outline of my Persuasive Essay.  I will include an argument, using Logos, Pathos, and Ethos, in my body paragraphs.  3rd: Continue COTW  SBA Practice Passage | Assignment(s) Due-  Outline  3rd: 1 page essay: “Was what happened to Hal, Mercedes, and Charles Just?” Defend your Thesis with TBE. |
| WEDNESDAY  Learning Target-  I can discuss the behavior, emotional, and mental changes in Charlie, from his POV.  I will compose a one page essay on Charlie’s attitude, based on our discussion, and will include TBE.  3rd: Continue COTW – discuss Vocabulary in context | Assignment(s) Due-  Flowers Critical Questions due |
| THURSDAY  I can Peer Edit my Rough Draft.  I will demonstrate this by making necessary corrections.  3rd: Finish COTW. Assign Final Novel Study | Assignment(s) Due- |
| FRIDAY  Learning Target-  I understand emerging Themes in Flowers.  I can contribute to a poster by citing TBE.  SBA Practice Passage | Assignment(s) Due-  Flowers Critical Questions due |