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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English** |
| **Week of:**  **Feb. 16 - 20** | **Unit Name:**  **Of Mice and Men Final – Period 4**  **Flowers for Algernon – Period 2, 3** |

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| ***(1A)\**Essential Question(s):**  **How does America view the mentally handicapped/disabled? Has this changed? How?** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience with mentally handicapped, disabled** |
| **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.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  [CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  [CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  [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.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.** | ***(1D)* Resources/Materials:**  **Teacher: Unit Plans, SmartBoard, Grammar materials**  **Students: Novels** |
| ***(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, Grammar, PARCC**  **This Week: Of Mice and Men, Flowers for Algernon** | |

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| MONDAY  ***(1C)* Learning Target:** NO SCHOOL  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY – Malcolm in: DWI Field Trip  ***(1C)* Learning Target: Period 2, 3: I understand “The Raven,” by Edgar Allen Poe. I will demonstrate this by responding to the Critical Questions.**  ***(1C)* Do Now: Direct/Indirect objects**  **Per. 4: I will answer the Critical Thinking Questions from OM&M. I can demonstrate comprehension by thoroughly addressing each one. Due at end of class.** | (***1F)*Embedded Formative Assessment: The Raven analytical questions – due Wed.**  **OM&M Final Due, Per. 2; 3**  ***(1B)*Closing Activity: Fray Template**  **HW: Critical Questions, The Raven due Wed. if not finished.**  **Due: Period 2, 3: “To a Mouse” analysis** |
| WEDNESDAY  ***(1C)* Learning Target: I will present and explain my OM&M Final. I will watch a Youtube video on Rorschach tests. I will read to Progress Report 9, pg. 34 in Flowers for Algernon.**  **Per. 4: I will begin Essay #1.**  ***(1C)* Do Now: How do you feel America treats the mentally handicapped? The disabled? Veterans?** | (***1F)*Embedded Formative Assessment: Presentations of Final Projects – Per. 2, 3**  ***(1B)*Closing Activity: Per. 2, 3: Discussion in groups; The Raven**  **Per. 4: Work on Final Essays** |
| THURSDAY  ***(1C)* Learning Target: I can compare Flowers for Algernon with Of Mice and Men, in particular, Lenny and Charlie.**  ***(1C)* Do Now: PARCC Question** | (***1F)*Embedded Formative Assessment: Per. 2, 3 - Character analysis of Charlie.**  **Period 4: Essays for Final**  ***(1B)*Closing Activity: Discuss the essay questions of PARCC.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz.**  ***(1C)* Do Now: Vocabulary Quiz** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: PARCC Question** |
| **Vocabulary:**  **Same as last week** | |
| **Latin/Greek Roots:**  **Same as last week** | |
| **Literary Elements:**  **Allegory**  **Dilemma**  **Paradox** | |

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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. |