**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 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.  |