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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th** |
| **Week of:**  **Mar. 2 - 6** | **Unit Name:**  **Flowers for Algernon/Animal Farm (Per. 4)** |

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| ***(1A)\**Essential Question(s):**  **Flowers for Algernon: Is what the scientists are proposing ethical?**  **Animal Farm: What themes are emerging from Orwell’s allegories?** | ***(1A/1B)* Connections (prior/future learning):**  **Flowers: experience with mentally handicapped; bullies**  **Animal Farm: background knowledge of structure of fairy tales, the Russian Revolution** |
| **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: Novels, Unit Plans, Youtubes, Grammar, PARCC materials**  **Students:** |
| ***(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, PARCC questions**  **This Week: PARCC practice essays/Novels** | |

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| MONDAY  ***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words. I will demonstrate this by completing a FrayerTemplate for two of them and sharing them with the class.**  ***(1C)* Do Now: Than/then; they’re/their/there** | (***1F)*Embedded Formative Assessment: PARCC essay: read and summarize (in pairs) the three elephant articles.**  ***(1B)*Closing Activity: Share out Frayer templates.** |
| TUESDAY  ***(1C)* Learning Target: I can thoroughly respond to the PARCC prompt. I will demonstrate depth of thinking and literary language in my response.**  ***(1C)* Do Now: Comma review** | (***1F)*Embedded Formative Assessment: PARCC essay.**  ***(1B)*Closing Activity: Share out PARCC essay feelings.** |
| WEDNESDAY  ***(1C)* Learning Target: I can discuss the pertinent chapters in my novel. I will complete the assignment given.**  ***(1C)* Do Now: Comma splice practice** | (***1F)*Embedded Formative Assessment: Per. 2, 3: Participation in paired discussion of ethics of the operation.**  **Per. 4: Themes emerging in Animal Farm.**  ***(1B)*Closing Activity: Vocabulary practice.** |
| THURSDAY  ***(1C)* Learning Target: I will complete the narrative essay of the PARCC exam. I will demonstrate skill by using descriptive language and complex sentences.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: PARCC narrative practice.**  ***(1B)*Closing Activity: Share out PARCC narrative feelings.** |
| FRIDAY  ***(1C)* Learning Target: Per. 2, 3: I can participate in a discussion of the ethics of the operation on Charlie Gordon.**  **Per. 4: I understand the parallelisms between Animal Farm and the Russian Revolution.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: Per. 2, 3: Ethics of medical research using animals – 1 pg. thesis.**  **Per. 4: Author’s purpose for writing Animal Farm – 1 pg. thesis.**  ***(1B)*Closing Activity: Vocab. Pop quiz** |
| **Vocabulary:**  **DocileI**  **Grotto**  **Lethargic**  **Repress**  **Usurp**  **Vacuous**  **Waver**  **Pompous**  **Feign**  **Frenzy**  **\*platitudes**  **\*Tenacity (tenacious)** | |
| **Latin/Greek Roots:**  **Humus = earth, soil humidity, humiliate, humble**  **Annus = year annual, anniversary, biannual** | |

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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. |