**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:**  **March 16 - 20** | **Unit Name:**  **Period 4: Animal Farm**  **Period 2, 3: Flowers for Algernon** |

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| ***(1A)\**Essential Question(s):**  **Per. 4: How is propaganda effective?**  **Per. 2, 3: Is it ethical to manipulate intelligence?** | ***(1A/1B)* Connections (prior/future learning):** |
| **Common Core Standards**   |  |  | | --- | --- | | **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:**  **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? Students will discuss pertinent questions in small groups.**  **Daily: Cold Call, Contributing to Character Development**  **This Week: Novels, cont’d.** | |

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| MONDAY  ***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words.**  **Per. 4: I will contribute to my group’s Short Story.**  ***(1C)* Do Now: Paragraph editing** | (***1F)*Embedded Formative Assessment:**  **Per. 4: Rubric for Short Story, cont’d.**  **Per. 2, 3: Progress Report 13, 14 Critical Questions assignment – due Wed.**  ***(1B)*Closing Activity: Sharing Short Story Outline; work on Progress Report Questions** |
| TUESDAY  ***(1C)* Learning Target: Per. 4: I understand the term propaganda, and can explain where it is used in Chapter 5.**  **Period 2, 3: I can begin a Character Sketch of Charlie. I will compare him and Lenny, from Of Mice and Men. I will work on Critical Questions.**  ***(1C)* Do Now: Paragraph Editing** | (***1F)*Embedded Formative Assessment: Per. 2, 3: Character Sketch and Comparison.**  **Per. 4: Progress on short story.**  ***(1B)*Closing Activity: Share input from Character Sketches** |
| WEDNESDAY  ***(1C)* Learning Target: Per. 2, 3 : I can write a meaningful paragraph on the ethics of Charlie’s operation.**  **Per. 4: I will finish my group’s Short Story.**  ***(1C)* Do Now: Paragraph editing** | (***1F)*Embedded Formative Assessment: Per. 2, 3: Paragraph on ethics, with strong thesis statement.**  **Per. 4: Finish work on short story.**  ***(1B)*Closing Activity: Ethics seminar**  **HW: Per. 2, 3: Read Progress Report 15** |
| THURSDAY  ***(1C)* Learning Target: Per. 4: I will write my own short story, based on the group rubric. I will demonstrate competency with the literary elements of a short story.**  **Per. 2, 3: I can write a paragraph about the pros and cons of super vs. very low intelligence. I will share my opinion in class.**  ***(1C)* Do Now: Dependent clauses** | (***1F)*Embedded Formative Assessment: Short story; seminar on intelligence.**  ***(1B)*Closing Activity: PARCC question**  **HW: Per. 2, 3: Read Progress Report 16** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz. I will read a PARCC essay and answer the two critical thinking questions.**  ***(1C)* Do Now: Comma splices** | (***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:**  **Same as last week** | |

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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. |