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

|  |  |
| --- | --- |
| **Instructor’s name:** **P. Shain** | **Course/Grade:** **8th English** |
| **Week of:****March 23 - 27** | **Unit Name:** **Flowers for Algernon/Animal Farm/Commas** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):** **Is it ethical to manipulate intelligence and genetics?** | ***(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. – small group work; peer-tutoring/editing, one-on-one editing; SmartBoard collaborative work** | ***(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? Working together, and one-on-one, students will internalize and relearn lessons****Daily: Cold Call/Grammar/Do Now Critical Question****This Week: Flowers for Algernon//Animal Farm Finals** |

|  |  |
| --- | --- |
| MONDAY – Teacher Evaluation Survey***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will begin work on my first analytical essay, and will have a significant amount of the rough draft written at the end of the period.*****(1C)* Do Now: comma paragraph editing** | (***1F)*Embedded Formative Assessment: progress on first essay.*****(1B)*Closing Activity: cold call – vocab word****HW: Final Assignment**  |
| **TUESDAY*****(1C)* Learning Target: I will continue working on my rough draft of my Final.*****(1C)* Do Now: Comma practice** | (***1F)*Embedded Formative Assessment: Progress on Final.*****(1B)*Closing Activity: Vocab. Cold Call**  |
| **WEDNESDAY*****(1C)* Learning Target: I will finalize my rough draft.*****(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Finished rough draft.*****(1B)*Closing Activity: Discussion on ethics** |
| THURSDAY***(1C)* Learning Target: I will work on my analytical essays for my final.*****(1C)* Do Now: Character development**  | (***1F)*Embedded Formative Assessment: progress on final.*****(1B)*Closing Activity: 95% completion of final.** |
| FRIDAY ***(1C)* Learning Target: I will present my final project.*****(1C)* Do Now: Presentations** | (***1F)*Embedded Formative Assessment: Finals submitted.*****(1B)*Closing Activity: Presentations**  |
| **Vocabulary:****Madras****Cowlick****Unfathomable****Sage****Clammy****Nonchalant(ly)****Gallant****Aloof****Rueful****Befuddled****\*Roguishly****\*Incredulous** |
| **Latin/Greek Roots:****Rumpo/ruptum = break, split, burst rupture, corrupt, bankrupt****Pax/pacis = peace appease, pacifist, payment** |
| **Literary Elements:****Anaphora = repetition of the same word or groups of words at the beginning of phrases, clauses, or sentences:** **In war, men die; in war, countries suffer; in war, no one wins.****Synecdoche = using a part to represent a whole: I asked for her hand in marriage.****Metonymy = using a closely related object as a substitute for the object or idea in mind: These orders came directly from the crown.** |

|  |  |
| --- | --- |
| \*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.  |