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

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

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| ***(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** | |

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| 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.** | |

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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. |