**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:**  **April 20 - 24** | **Unit Name:**  **The Outsiders** |

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| ***(1A)\**Essential Question(s):**  **Is there Justice in The Outsiders? For whom and how?** | ***(1A/1B)* Connections (prior/future learning):**  **Experience with gangs, family discord** |
| **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: Novel, Unit Plan**  **Students: Novel** |
| ***(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? Group discussions, peer tutoring**  **Daily: Cold Call, Do Now Questions**  **This Week: The Outsiders** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s vocab words. I will demonstrate knowledge by incorporating them in a Frayer Template.**  ***(1C)* Do Now: Grammar review.** | (***1F)*Embedded Formative Assessment: Respond to: Ponyboy says that the only thing that keeps Darry from being is a Soc is us {the gang}.**  ***(1B)*Closing Activity: Share out answers.** |
| TUESDAY – PARCC Testing, Per. 1, 2, 3  ***(1C)* Learning Target: I understand the meaning of “Nothing Gold Can Stay.” I can write a paragraph interpreting it.**  ***(1C)* Do Now: What does the phrase, “If not but for the grace of God …” mean to you/ How does it relate to Ponyboy?** | (***1F)*Embedded Formative Assessment: Vocab word check in/share out**  ***(1B)*Closing Activity: Vocab check in** |
| WEDNESDAY – PARCC Testing  ***(1C)* Learning Target: Explain the theme of justice in The Outsiders. Is there justice?**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Phrase interpretation**  ***(1B)*Closing Activity: Discuss: could this book be real today?**  **ASSIGN FINAL – Due May 1** |
| THURSDAY  ***(1C)* Learning Target: How are Ponyboy and Cherry alike? Compare and contrast these two characters in a five paragraph essay.**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Essay**  ***(1B)*Closing Activity: Group poster comparing Cherry and Pony** |
| FRIDAY  ***(1C)* Learning Target: Is Johnny a hero or a villain? Support your thesis in a five paragraph essay, with TBE.**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Essay**  ***(1B)*Closing Activity: Vocab pop quiz** |
| **Vocabulary:**  **Hue**  **Veer**  **Stifle**  **Yearn**  **Gaudy**  **Quaver**  **Leer (leery)**  **Grim**  **Decease(d)**  **Spruce (spruced up)**  **\*libertine (n) – one who leads an immoral life**  **\*languid (adj) – sluggish, drooping from weakness** | |
| **Latin/Greek Roots:**  **Divinis = god-like divine, diva, divine rights of kings**  **Ordo, ordinis = row, array, command order, ordinary, ordinance, ordinal, extraordinary** | |
| **Literary Elements:**  **Metonymy**  **Synecdoche**  **Litotes**  **Polysyndeton** | |

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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. |