**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 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.  |