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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Regular; English 8th Honors** |
| **Week of:**  **Oct. 19 - 23** | **Unit Name:**  **Call of the Wild Final** |

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| ***(1A)\**Essential Question(s):**  **What is the symbolism of COTW?** | ***(1A/1B)* Connections (prior/future learning):**  **Prior animal adventure stories; exposure to symbolism** |
| ***(1A)* Common Core/State 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.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:**  Novel, Unit |
| ***(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?**  **Daily: Cold call, grammar**  **This Week: COTW Final** | |

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| MONDAY  ***(1C)* Learning Target: I understand the Vocabulary words, and have recorded them in my system. I have completed Fray templates for five of them.**  ***(1C)* Do Now: Record Vocab. Words in system.** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Submit Fray templates for five Vocabulary words.** |
| TUESDAY – JULI in for me  ***(1C)* Learning Target: I will work on my COTW Final.**  ***(1C)* Do Now: Fray template for two words.** | (***1F)*Embedded Formative Assessment: Progress on COTW Final.**  ***(1B)*Closing Activity: Submit Fray template for two words.** |
| WEDNESDAY – JULI in for me  ***(1C)* Learning Target: I will work on my COTW Final.**  ***(1C)* Do Now: Fray template for two words.** | (***1F)*Embedded Formative Assessment: Progress on COTW Final.**  ***(1B)*Closing Activity: Submit Fray template for two words.** |
| THURSDAY  ***(1C)* Learning Target: I will pass my Vocabulary quiz.**  ***(1C)* Do Now: Five minute review.** | (***1F)*Embedded Formative Assessment: Vocabulary quiz.**  ***(1B)*Closing Activity: Story discussion.** |
| FRIDAY – No School; P/T Conferences  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| **Vocabulary –**  **Pertinacious**  **Advent**  **Calamity**  **Palpitate**  **Ecstasy**  **Lope**  **Coy**  **Yearn**  **Salient**  **Obliterate** | |
| **Latin/Greek Roots –**  **Humus = earth, soil humidity, humidifier**  **Annus = year annual, annuity, anniversary** | |
| **Literary Elements/Rhetorical Devices**  **Symbolism**  **Protagonist**  **Antagonist**  **Motif**  **Theme**  **Tone**  **Mood**  **Vice**  **Virtue** | |

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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. |