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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th** |
| **Week of:**  **April 18 – 22** | **Unit Name:**  **Outsiders Presentations/Poetry Unit** |

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| ***(1A)\**Essential Question(s):**  **What do we learn from understanding poetic devices?** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience with poetry and with poetic terms** |
| ***(1A)* Common Core/State Standards:**  **L.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and well as inferences drawn…**  **L.RL.9-10.3: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,…**  **L.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot develop the theme.**  **L.RL.9-10.4,5: Determine the meanings of words and phrases; analyze a particular point of view,…**  **L.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **L.RI.9-10.2: Determine a central idea of a text and analyze the development over the course…**  **L.RI.9-10.5-6: Analyze in detail how an author’s ideas or claims are developed; determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view…**  **L.RI9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid,…**  **L.W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  **10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, …**  **10.1b: Develop claims and counterclaims fairly, supplying evidence for each…**  **10.1c: Use words, phrases, clauses to link major sections of text, create cohesion, clarify relationships…**  **L.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately,…**  **10.2a: Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions,…**  **10.2b,c,d: Develop the topic with well-chosen, relevant, and sufficient facts; use appropriate transitions and precise language,…**  **L.SL.9-10.1: Iniatie and participate effectively in a range of collaborative discussions,…**  **10.1a: Come to discussions prepared, …** | |
| ***(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:**  Poetry Unit, “Power of Poetry”, examples online |
| ***(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, different type of poetry a day**  **This Week: Poetry Unit; Outsiders presentations** | |

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| MONDAY  ***(1C)* Learning Target: I will write a three paragraph essay, comparing and contrasting the Outsiders book and movie. I will consider character development, plot, and why I preferred one over the other.**  ***(1C)* Do Now: I will discuss the meanings of two Vocabulary words with my tablemate, and share out a sentence using one of them.** | (***1F)*Embedded Formative Assessment: Comparison/Contrast essay**  ***(1B)*Closing Activity: Participation in class discussion over essay topic** |
| TUESDAY – M. Gardner in for me  ***(1C)* Learning Target: I will work on my Outsiders Final, Part B. I will have a peer edit my essay.**  ***(1C)* Do Now: I will finish the cover for my essays; if I have, I will work on my Final.** | (***1F)*Embedded Formative Assessment: Progress on Final.**  ***(1B)*Closing Activity: Flashcards for competition** |
| WEDNESDAY – PERIOD 2, 3 OUTSIDERS FINAL DUE  ***(1C)* Learning Target:**  **Period 2, 3: I will present my Outsiders project to the class. I can explain what I accomplished and what I learned from it.**  **Period 5: I will peer-edit Parts A and B of my Final. I understand the topic I have chosen to write about (Part B).**  ***(1C)* Do Now: I will discuss the meanings of two Vocabulary words with my tablemate, and share out a sentence using one of them.** | (***1F)*Embedded Formative Assessment: Outsiders presentations/progress**  ***(1B)*Closing Activity: Continue presentations if necessary** |
| THURSDAY  ***(1C)* Learning Target:**  **Period 2, 3, 5: I will compose my own 8 line poem, based on nature. I will incorporate figurative language to convey meaning in my poem.**  ***(1C)* Do Now: I will discuss the meanings of two Vocabulary words with my tablemate, and share out a sentence using one of them.** | (***1F)*Embedded Formative Assessment:**  **Period 2, 3, 5: 8 line poem**  ***(1B)*Closing Activity: Presentations** |
| FRIDAY – PERIOD 3 OUTSIDERS FINAL DUE  ***(1C)* Learning Target:**  **Period 2, 3: I will compose a rap song, with my table. It can be based on a chosen subject, should include three stanzas, and should be completed in time to share it with the class.**  **Period 5: I will present my Outsiders project to the class. I can explain what I accomplished and what I learned from it.**  ***(1C)* Do Now: I will discuss the meanings of two Vocabulary words with my tablemate, and share out a sentence using one of them.** | (***1F)*Embedded Formative Assessment:**  **Period 2, 3: Rap song**  **Period 5: Outsiders presentation**  ***(1B)*Closing Activity: Presentations** |
| **Vocabulary –**  **Cogent – presented in convincing manner**  **Epiphany – sudden insight or realization**  **Conflagration – a huge or great fire**  **Excoriate – to criticize severely**  **Bellicose – warlike, belligerent, quarrelsome**  **Umbrage – offense (to take); resentment “I take umbrage with..”**  **Cur – a mongrel dog, mutt**  **Grouse – complaint (grousing = complaining)**  **Jejune = dull**  **Talon – claw of bird of prey**  **\*mélange – mixture; medley**  **\*Panoply – full suit of armor; an impressive array** | |
| **Latin/Greek Roots –**  **Rumpo, ruptum = break, split, burst rupture, corrupt, bankrupt**  **Pax, pacis = peace appease, pacifist, payment** | |
| **Literary Elements/Rhetorical Devices**  **Terms checked on whiteboard** | |

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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. |