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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade Regular/\*Honors** |
| **Week of:**  **March 14-18** | **Unit Name:**  **The Outsiders** |

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| ***(1A)\**Essential Question(s):**  **How influential are your friends? What is the social structure of your group?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of gangs, students’ friends and social groups** |
| ***(1A)* Common Core/State Standards:** | |
| ***(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, PARCC practice tests |
| ***(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, Critical Questions**  **This Week: Outsiders, PARCC** | |

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| MONDAY  ***(1C)* Learning Target:**  **Regular and Honors: I understand this week’s Vocabulary words. I will demonstrate this by engaging in a 2” conversation with a partner, using five words.**  ***(1C)* Do Now: How do social, ethnic, economical differences between you and your friends affect your relationships? Explain.** | (***1F)*Embedded Formative Assessment: Comprehension, cold call of Vocab. Words.**  ***(1B)*Closing Activity: Share out first impression of novel.** |
| TUESDAY  ***(1C)* Learning Target: Regular and Honors: I understand the background of The Outsiders. I will address the Do Now Questions in thorough Perfect Paragraphs, and will be prepared to engage in a discussion about them tomorrow.**  ***(1C)* Do Now: To what extent does a person’s environment determine his/her success and happiness? Is it possible to overcome a challenging environment? Explain.** | (***1F)*Embedded Formative Assessment: Progress on Do Now Questions.**  ***(1B)*Closing Activity: Share out comparisons between the time of the Outsiders and now.** |
| WEDNESDAY  ***(1C)* Learning Target: Regular and Honors: I can identify an emerging Theme in the Outsiders. I will begin an essay about it, due Friday.**  ***(1C)* Do Now: PARCC Tutorial** | (***1F)*Embedded Formative Assessment: Theme essay progress.**  ***(1B)*Closing Activity: Grammar practice** |
| THURSDAY  ***(1C)* Learning Target: Regular and Honors: With my group, I will work on a thematic poster with supporting quotes. I will identify one Theme, and two quotes, *with explanations.***  ***(1C)* Do Now: Contribute to a Thematic Class Poster.** | (***1F)*Embedded Formative Assessment: Progress on Group poster.**  ***(1B)*Closing Activity: Share out the most important Theme thus far.** |
| FRIDAY  ***(1C)* Learning Target: I will pass the Vocabulary Quiz.**  ***(1C)* Do Now: 5” Review of words** | (***1F)*Embedded Formative Assessment: Vocab Quiz**  ***(1B)*Closing Activity: Read the Outsiders.** |
| **Vocabulary**  **Defiant**  **Elude**  **Fiend**  **Keel (to keel over)**  **Aghast**  **Falter**  **Dogged**  **Stupor**  **Acquit(ted)**  **Implore**  **\*wistful**  **\*convict(ion)** | |
| **Latin/Greek Roots**  **Circum = around circumference ,circumvent**  **Cur = care for secure, accurate, mancure, pedicure, curator** | |
| **Literary Elements/Rhetorical Devices**  **Next five 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. |