**,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 Regular/Honors\*\*** |
| **Week of:** **Aug. 10 – 17** | **Unit Name:** **Anne Frank, Cornell Notes, Topic vs. Thesis Statement** |

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| ***(1A)\**Essential Question(s): What is the lesson Anne Frank taught the world? Defend your thesis.** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of WWII** |
| ***(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:** Teacher: Novel, Unit GuideStudents: 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? Students submit summer assignment; discussion****Daily: DOL, Do Now, Socratic Seminar****This Week: Anne Frank, Cornell Notes** |

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| MONDAY***(1C)* Learning Target: I understand the graphic organizer. I can demonstrate this by using two Vocabulary words on an organizer.*****(1C)* Do Now: What are the expectations for this year – of me, of my teacher, of this class? Record Vocabulary on graphic organizer; learn meanings for Friday quiz.** | (***1F)*Embedded Formative Assessment: Do Now notebook check. Submission of Anne Frank assignment.*****(1B)*Closing Activity: Share out expectations, class rules****HW: list and do graphic organizer on Vocab words – keep permanently in binder.** |
| TUESDAY***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words. I will demonstrate this by using five of them in a discussion with my tablemates.*****(1C)* Do Now: Cornell notes format** | (***1F)*Embedded Formative Assessment: Do Now book check.**  ***(1B)*Closing Activity: Share favorite quote with tablemates; explain why this quote was chosen.** |
| WEDNESDAY***(1C)* Learning Target: I have developed an opinion about the Do Now question. I will demonstrate this by expressing my opinion with my tablemates.*****(1C)* Do Now: Do you agree with this statement by Holocaust survivor Miles Lerman: “A perpetrator is not the most dangerous enemy. The most dangerous enemy is the bystander because neutrality always helps the killer.” Why or why not?**  | (***1F)*Embedded Formative Assessment: Participation check.*****(1B)*Closing Activity: Add Nick to Character Analysis Cornell Note chart; add personality characteristic** |
| THURSDAY***(1C)* Learning Target: I can develop a topic and thesis statement about how Anne Frank changed over her time in the Secret Annex. I will demonstrate this by beginning a rough draft for a one page, five-paragraph essay.*****(1C)* Do Now: How have you changed over the past two years? How would your family and friends say you’re different than you were two years ago?**  | (***1F)*Embedded Formative Assessment: Rough draft development.*****(1B)*Closing Activity: Tables create chart of possible responses to Character Analysis chart – each table has two facets. Nick.** |
| FRIDAY ***(1C)* Learning Target: I will pass this week’s Vocabulary Quiz.*****(1C)* Do Now: Create list of goals for yourself for the year.** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz*****(1B)*Closing Activity: Reflection of week, create common poster of goals.** |

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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.  |