**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th** |
| **Week of:**  **Dec. 9 - 13** | **Unit Name:**  **Short Story/Grammar review** |

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| **Common Core/ NM Content Standards:**  **RL8.1 – Cite the textual evidence that most strongly supports…**  **RL8.2 – Determine a theme or central idea of a text and analyze…**  **RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…**  **RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…**  **W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |

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| **Essential Question(s):**  **What makes short stories effective?** | **Connections (prior learning/prior knowledge)**  **Background knowledge of stories** |
| **Other considerations (modifications, accommodations, acceleration, etc.):** | **Resources/Materials**  **Teacher: Short stories copies, Grammar transparencies**  **Students: Short stories copies, Do Now bookds** |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily**: DOL check – Cold Call    **This Week:** Discuss Critical Questions; Review Grammar  **Unit:** Short Stories | |
| **Vocabulary**  No new words | |
| **Latin Roots**  Terra = land territory, territorial, terrestrial, terrace | |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target-  I can explain how repetition and foreshadowing adds to suspense in “Monkey’s Paw” and “The Tell Tale Heart” by contributing to a class discussion. | Assignment(s) Due-  Work on Story Board  Review Grammar |
| TUESDAY  Learning Target-  I can define the Literary Elements and explain the meaning to a partner. | Assignment(s) Due-  Work on Story Board |
| WEDNESDAY  Learning Target-  I understand when to use “effect” and “affect” properly. I understand when to use “further” and “farther” correctly. I will write sentences for each of these words in my Do Now book. | Assignment(s) Due- |
| THURSDAY  Learning Target- I understand that summaries are expository writings and do not include opinion statements. To demonstrate this, I will summarize the short story read today, in my Do Now book. | Assignment(s) Due- |
| FRIDAY  Learning Target-  I will present my Story Board. | Assignment(s) Due-  Story Board DUE |

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II Pre-AP** |
| **Week of:**  **11/18 – 11/22** | **Unit Name:**  **Short Stories** |

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| **Common Core/ NM Content Standards:**  **RL8.1 – Cite the textual evidence that most strongly supports…**  **RL8.2 – Determine a theme or central idea of a text and analyze…**  **RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…**  **RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…**  **W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |

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| **Essential Question(s):**  Does the shape of society depend on the ethical nature of the individual or on the political structure of a country? | **Connections (prior learning/prior knowledge):**  LOTF treatise |
| **Other considerations (modifications, accommodations, acceleration, etc.):** | **Resources/Materials**  **Teacher:** Notes on LOTF; *The Most Dangerous Game, Incident at Owl Creek, War*  **Students:** same as above |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily**: DOL check – Cold Call  Using Lie and Lay  **This Week:** *Notes* on LOTF; LOTF Final; Short Stories  **Unit: LOTF, Short Stories** | |
| **Vocabulary – from** *Preparing for the AP Lit Exam… Tone Vocab*  Boisterous  Effusive  Exultant  Genial  Jocular  Mirthful  Nostalgic  Sanguine  Whimsical  Wistful | |
| **Latin Roots**  Folium = leaf portfolio, foliage, folder  Arbor = tree Arbor Day, arboriculture | |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target-  I can relate how an author’s personal experiences affect his/her writing - Notes from LOTF  To understand this, I can list three events that might have affected John Steinbeck’s writing. | Assignment(s) Due-  At end of class: “…the shape of society depend on the ethical nature of the indiv…”  “…recognition of human…” |
| TUESDAY  Learning Target- Project Work Day – in class  I can get my Project done! | Assignment(s) Due-  Project work day |
| WEDNESDAY  Learning Target-  I can comprehend “War” and address the author’s attitude (TONE) of the story.  To demonstrate this, I will write a persuasive paragraph stating my thesis about which character’s attitude is more persuasive. I will use the Rhetorical Triangle. | Assignment(s) Due-  In class – Persuasive short essay on tone of “War.” |
| THURSDAY  Learning Target-  I can participate in a Socratic Seminar about the author’s Tone in “War.” | Assignment(s) Due- |
| FRIDAY  Learning Target-  I can define this week’s Vocabulary words.  To demonstrate this, I will use each one in a sentence that clearly demonstrate Tone. | Assignment(s) Due-  LOTF Final  Vocab. sentences |

* Align to Standards
* Student Friendly
* 60 minutes
* Measurable

\*I can…organize my thoughts around a topic

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  8th Grade |
| **Week of:**  Jan 21 - 24 | **Unit Name:**  Call of the Wild |

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| **Common Core/ NM Content Standards:**  RL8.1 – Cite the textual evidence that most strongly supports…  RL8.2 – Determine a theme or central idea of a text and analyze…  RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…  RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…  W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships… |

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| **Essential Question(s):** | **Connections (prior learning/prior knowledge):** |
| **Other considerations (modifications, accommodations, acceleration, etc.):** | **Resources/Materials**  **Teacher:** Call of the Wild -  Persuasive Essay Unit  **Students:** Call of the Wild  Grammar paragraph writing |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily**: DOL check – Cold Call  Indirect Objects  **This Week:** Call of the Wild  Persuasive Writing Unit  **Unit:** Call of the Wild | |
| **Vocabulary**  Rampant  Cajole  Savor  Chasm  Exploit  Ramshackle  Quiver  Lope  Coy  Flounder  \*Writhe  \*Pertinacious | |
| **Latin Roots**  Jungo/junctum = join, unite connect join, joint, junction, conjunction, conjugation  Cum = with, together cooperate, collaborate, commemorate, community, content | |
| **Grammar**  Direct, Indirect Objects | |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target- No School | Assignment(s) Due- |
| TUESDAY  Learning Target-  I can use TBE effectively  I will demonstrate this by addressing the Alpha dog’s role in the essay, using three citations properly. | Assignment(s) Due-  **Assign Final COTW Essay – due 1/28** |
| WEDNESDAY  Learning Target-  I understand this week’s Vocab words.  I will demonstrate this by using each one in a COTW *descriptive* sentence. | Assignment(s) Due-  **FINAL COTW Due** - presentations |
| THURSDAY  Learning Target-  I understand the steps to writing a Persuasive Essay, and the importance of the Rhetorical Triangle.  I will demonstrate this by writing a Brainstorm list and beginning an Outline. | Assignment(s) Due-  COTW presentations  Brainstorm list; Outline or Web |
| FRIDAY  Learning Target-  I will begin a Rough Draft of my Essay, starting with a “Hook,” and Introductory Paragraph | Assignment(s) Due-  Presentations |