**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** |
| MONDAYLearning 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 BoardReview Grammar |
| TUESDAY Learning Target- I can define the Literary Elements and explain the meaning to a partner. | Assignment(s) Due-Work on Story Board |
| WEDNESDAYLearning 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- |
| THURSDAYLearning 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- |
| FRIDAYLearning 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*BoisterousEffusiveExultantGenialJocularMirthfulNostalgicSanguineWhimsicalWistful |
| **Latin Roots**Folium = leaf portfolio, foliage, folderArbor = tree Arbor Day, arboriculture |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target- I can relate how an author’s personal experiences affect his/her writing - Notes from LOTFTo 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 classI can get my Project done! | Assignment(s) Due-Project work day |
| WEDNESDAYLearning 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.” |
| THURSDAYLearning Target- I can participate in a Socratic Seminar about the author’s Tone in “War.” | Assignment(s) Due- |
| FRIDAYLearning 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 FinalVocab. 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 WildPersuasive Writing Unit**Unit:** Call of the Wild |
| **Vocabulary**RampantCajoleSavorChasmExploitRamshackleQuiverLopeCoyFlounder\*Writhe\*Pertinacious |
| **Latin Roots**Jungo/junctum = join, unite connect join, joint, junction, conjunction, conjugationCum = with, together cooperate, collaborate, commemorate, community, content |
| **Grammar**Direct, Indirect Objects |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning 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** |
| WEDNESDAYLearning 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 |
| THURSDAYLearning 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 presentationsBrainstorm list; Outline or Web |
| FRIDAYLearning Target- I will begin a Rough Draft of my Essay, starting with a “Hook,” and Introductory Paragraph  | Assignment(s) Due-Presentations |