**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name: Devin Ayers** | **Course/Grade:****Grade 11 AP Language and Composition**  |
| **Week of:****08/26 – 08/30** | **Unit Name:****Analyzing Voice and Style in Non-Fiction (Cont.)**  |

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| **Common Core/ NM Content Standards:****RI11-12.1 – RI11-12.3; RI11-12.4 – RI11-12.6** |

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| **Essential Question(s):****How does an author express voice and style in non-fiction writing? How do we identify and analyze these factors? How do we decode archaic or unusual language?**  | **Connections (prior learning/prior knowledge): Students will identify their own use of voice and style based on a writing assignment from their summer reading assignment (*A Walk in the Woods* by Bill Bryson.)**  |
| **Other considerations (modifications, accommodations, acceleration, etc.): Students who require it will receive extended deadlines for writing assignments and/or shortened reading.**  | **Resources/Materials****Teacher:****Students: *The Norton Reader* “An Album of Styles”** **AP practice multiple choice questions**  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: Discussion/checking for understanding of individual students** **This Week: Essay/Vocabulary quiz/Socratic dialogue/Timed writing (FRQ)/AP multiple choice practice questions****Unit: Essay/Vocabulary quiz/Socratic dialogue/Timed writing (FRQ)/AP multiple choice practice questions** |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYInstructor absent – Students have an opportunity to read in groups and check each other for comprehension, as well as prepare for the vocabulary quiz. | Assignment(s) Due-In-class work Students should read “Serpents of Paradise” and “A Wind Storm in the Forest,” in the Norton Reader for Friday.   |
| TUESDAY Instructor absent – Students have an opportunity to read in groups and check each other for comprehension, as well as prepare for the vocabulary quiz.  | Assignment(s) Due- |
| WEDNESDAYLearning Target-Students will be able to identify the specific features that earn a particular score on the 9 point AP essay rubric. Students will peer evaluate their FRQ essays from last week using a standard AP rubric. The results will be discussed at the end of class, and the instructor will supply feedback on how to utilize the rubric and how to figure out an appropriate score for a given essay on the 9 point AP scale.  | Assignment(s) Due-Peer analysis of FRQ essay completed in class).  |
| THURSDAYLearning Target- Students will be able to identify the specific features that earn a particular score on the 9 point AP essay rubric. Students will demonstrate understanding of ten vocabulary terms. After taking the vocabulary quiz, students will continue their peer evaluation activities from yesterday, finishing with at least two evaluations from two different peers. Once this is accomplished, the written evaluations will be returned to the student authors. Students should keep the essays and the evaluations in their course folders, as they will be used in class next week.  | Assignment(s) Due-Vocabulary quiz Peer analysis of FRQ essay (competed in class).  |
| FRIDAYLearning Target- Students will demonstrate the ability to analyze and understand works of non-fiction. Having read “Serpents of Paradise” and “A Wind Storm in the Forest,” students will take a reading quiz to identify their understanding of the works. They will then hold a Socratic dialogue comparing these aspects of at least two of the works.  | Assignment(s) Due-Reading/Reading quiz/Socratic dialogue  |