**Lesson/Unit Plan: Epics and Ledgends Week 3 Epic Hero \_\_\_\_\_\_\_\_\_\_\_Date:2-8-19-2010**

**Teacher: \_\_Crandall\_\_\_\_\_ Class: 10 Language Arts Subject/\_ \_\_\_\_\_\_\_**

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| Plan:Standard, Benchmarks, Objective(s):  Standard: Students will**Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.** 1. Correctly use gerunds (and gerund phrases).  3. Correctly use infinitives (and infinitive phrases) as nouns, adjectives, and adverbs.  **Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions**  2. Practice the creation of imaginative and expressive texts (e.g., poetry, drama, screenplays, monologues, and song lyrics)  that engage the reader by establishing a context and point of view, develop characters and plot when appropriate, creatively  **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people,**  **societies, and the self.**  **Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.**  1. Demonstrate basic knowledge of the significant 18th, 19th and 20th century works of literature, Hispanic and Native American  oral and written literatures, common works from world mythologies, and recognized classics of young adult literature  **Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow**  **deeper and subtler interpretations of texts**  1. Recognize ambiguities, contradictions, and ironies in literary works.  2. Explore a range of works related to a single theme, identifying differences and similarities among them and formulating a  thesis explaining the interrelationships.  3. Analyze ways in which writers use sounds (including euphony and cacophony) and sensory images (aural, tactile, visual,  etc.) to evoke emotion and create meaning.  4. Analyze moral dilemmas in works of literature, as revealed by characters’ motivation and behavior. |
| Do: Specific Instructional: Activities / Strategies / Assessment   * 1. Activity/Objective Internet search: Epic Hero, chivalry, super hero: what characteristics do these possess and choose a real person that you personally know to explain in writing why he or she would be a great hero.  1. Strategy: Written response 2. Assessment: 3. Activity/Objective: Draw correlations between ancient heroes and contemporary superheroes; determine if Ramayana is a hero and is she ancient or contemporary 4. Strategy: Cornell notes 5. Assessment: How do cultures reflect heroism? 6. Activity/Objective Read/ Interpret/ Comprehend *Rama’s Initiation from the Ramayana* 7. Strategy: 8. Assessment: pg 930 ACE format Questions Lit Focus 1-3 and Reading Strategies 1-3    1. Activity/Objective Musical Drama: “Man of La Mancha” 9. Strategy: Discuss how theme is portrayed visually/ hero’s infatuation with romantic ideals 10. Assessment: “Cube it” Describe it/compare it/associate it/ analyze it/apply it/ argue for or against it.     1. Activity/Objective DeCartes intervention   Strategy: • Algebra function tables  Assessment: **Solve for input and output algebraic functions solve for numbers to spell out phrase** |
| Study: Specific Assessments and strategies to be annualized and revised.(What worked and what didn’t) |
| Act: Specific actions to be taken to improve instruction as indicated by weekly classroom PDSA data.  Things to do differently: |