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| **Grade Level**  12/ Honors English 12 2nd | | **Teacher/Room**:  Dial/416 Week of: August 15-19, 2016 | | | |
| **Unit Vocabulary:** Caesura, kenning, assonance, alliteration, elegy, epic, in media res, admonish, sentinel, fervent, rancor, compassionate, rapture, fettered, hapless, blithe, reparation, solace, purge, writhing, massive, loathsome | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:  ELACC12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | **GSE/GPS Standard(s)**:  ELACC12RL1: Cite strong and  Thorough textual evidence to support analysis of what the text says implicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | **GSE/GPS Standard(s)**:  ELACC12RL1: Cite strong and  Thorough textual evidence to support analysis of what the text says implicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | **GSE/GPS Standard(s)**:  ELACC12W3:Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | **GSE/GPS Standard(s)**:  ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 12 reading and content, choosing flexibly from a range of strategies |
| **EQ Question:**  What does the dragon represent in the Anglo-Saxon culture? | **EQ Question:**  How does the literature of the Anglo-Saxons reflect the social, political, and economic events of the time? | | **EQ Question:**  What are the key components of the Anglo-Saxon Unit? | **EQ Question:**  Grendel represented the problems facing the Anglo-Saxon culture, so what is a problem or modern-day Grendel you have faced? | **EQ Question:**  What are the definitions of the literary terms from the Anglo-Saxon unit? |
| **Mini Lesson:**  Complete ex. 1 of Unit 3  Vocabulary  **Activating Strategies:**  **Complete Beowulf worksheets for review**  **Resource/Materials:**  **Unit 3 Vocabulary packet** | **Mini Lesson:**  Complete ex. 2 of Unit 3 vocabulary  **Activating Strategies:**  **Begin review for Unit test**  **Resource/Materials:**  review sheet for test  Jeopardy game for review  computer/overhead  vocabulary packet Unit 3 | | **Mini Lesson:**  Complete ex. 3 of Unit 3 vocabulary  **Activating Strategies:**  Review - Jeopardy on computer  Students will make sure they have materials needed for unit test  **Resource/Materials:**  Vocabulary Unit 3  Anglo-Saxon Unit test  scantron  computer/overhead/ jeopardy/review | **Mini Lesson:**  Complete all of unit 3 and puzzle packet for review  **Activating Strategies:**  Watch PowerPoint of heroes and discuss what makes a hero  **Resource/Materials:**  Unit 3 vocabulary packet  puzzle packet for review  essay guidelines handout | **Mini Lesson:**  Study for literary vocabulary terms  **Activating Strategies:**  review using quizlet.com and Kahoot.com  **Resource/Materials:**  computer  overhead projector  quizlet.com  Unit vocabulary quiz |
| **Differentiation:**  *Content/Process/Product:Content: worksheets for review*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:Content: Game for revieew*  *Grouping Strategy:*  *Assessment* | | **Differentiation:**  *Content/Process/Product:Content: Unit test*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product:* Product: essay following guidelines  *Grouping Strategy:*  *Assessment Essay Rubric* | **Differentiation:**  *Content/Process/Product:Content: Vocabulary review and quiz*  *Grouping Strategy:*  *Assessment* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative: review worksheets completed*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Game for review*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative: Unit literature test*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative: Essay with rubric*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Review for quiz*  *Summative: Unit vocabulary quiz*  *Performance Based:* |
| **Homework:** | **Homework:**  **Study for Unit test** | | **Homework:** | **Homework:**  **Study for Unit Vocabulary Quiz** | **Homework:** |

Resources and Reflective Notes: ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT

IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR

PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A

“TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,

ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS.