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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 2 | **Week of:** | | August 8-12, 2016 | | |
| **Unit Vocabulary:** | | | | Unit Vocabulary: ELA Academic Vocabulary: analysis, annotate, argument, audience, cite, claim, connotation, correlation, delineate, denotation, diction, evaluate, genre, purpose, syntax, synthesis, text, textual evidence, theme, thesis, tone | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | writing, audio and visual presentation, web based review, group work, whole group, small groups, summaries, novel reading | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | | | | | | ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data | | | | | | | ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | 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). | | | | | | ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| Who are the Anglo-Saxons? | | | | | | How has the English language evolved? | | | | | | | Who was Beowulf and how is he an archetype of the Anglo-Saxon culture? What is the difference between formal/informal language, and when do you use each? | | | | | What is an epic hero? | | | | | | Who is Grendel, and what does he actually represent in the Anglo-Saxon culture? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Former student will discuss life after high school and how to plan (1st only) * Edit DGP | | | | | | * Edit Daily Grammar Practice (DGP) | | | | | | | * PowerPoint and discussion of informal/formal language | | | | | * Review ELA Vocabulary - take summative | | | | | | * Edit DGP | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Student will set up for discussion and questions | | | | | | * Listen to Old English recording and compare to modern | | | | | | | * Edit DGP * Complete handout informal/formal language | | | | | * Define an epic-hero | | | | | | * Finish student presentations of The Colors of my World if not completed yesterday | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Take diagnostic test over ELA academic vocabulary * First period will go to lab to type essay in MLA format * 4th Work with a partner to locate answers for reading guide questions for Anglo-Saxon * introduction to unit * Discuss * Give out handout The Colors of My World | | | | | | * In groups complete answers to handout for The Anglo-Saxons * Translate Old English to Modern English * Work with groups to produce summary of material on The Anglo-Saxons * Listen to Old English recording of Beowulf * Use chromebooks to prepare summaries * Assign novel for outside and in-class reading | | | | | | | * Complete Anglo-Saxon worksheet in groups * Begin presentations of The Color of My World * Read novel | | | | | * Finish presentations of The Color of My World * Begin reading Beowulf * 2nd half of class - go to library to have presentation about sites, research options, and helps available | | | | | | * Continue reading Beowulf * Discuss * What in the culture of the Anglo-Saxons did Grendel represent? * Read novel and work on reading guide | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Diagnostice vocabulary quiz * discussion * Anglo-Saxon reading guide | | | | | | * novel * •Anglo-Saxon handout * •overhead Anglo-Saxon recording * •Copy of DGP * chromebooks | | | | | | | * DGP handout * Informal/Formal language PowerPoint * Handout on language * student presentations | | | | | * ELA quiz * handout on epic-hero * media center presentation | | | | | | * textbook * DGP * Student presentations * novel | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: MLA essay * Discussion life after high school | | | | | | * Content:visual and auditory view of material | | | | | | | * Product: Present The Colors of My World | | | | | * Content: demonstration of available resources in media center | | | | | | * Product: student presentations | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * partners | | | | | | * mixed ability | | | | | | | * mixed ability | | | | | * individual presentations | | | | | | * Partner for PALS | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** | Vocabulary | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | work on reading guide | | | | ***Formative:*** | | | | | group summaries | | ***Formative:*** | | | | language handout | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | | The Colors of My World | ***Summative:*** | | ELA vocabulary  individual presentation | | | | ***Summative:*** | | | Presentation of The Colors of My World |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Create The Colors of My World | | | | | | Create The Colors of My World | | | | | | |  | | | | |  | | | | | |  | | | |
| **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. | | | | | | | | | | | | | | | | | | | |