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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | AP English | / | 1st | **Week of:** | April 13-17, 2015 |
| **Unit Vocabulary:**  | AP Vocabulary List 21 |
| **Instructional Strategies Used:**  | analysis, lecture, role-playing, review, computer game, |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: | **Common Core Standard(s)** | **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)**: |
| ELACC12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | ELACC12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | ELACC12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | ELACC12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| How do you explicate a poem? | What is a Greek Tragedy? | What are the elements of poetry? | What matters more familial or legal laws? | What are the definitions of List 21 vocabulary words? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Peer edit essays
 | * Answer AP review questions
 | * Answer AP review questions
 | * answer AP review questions
 | * Study for quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Read poems
 | * read poems
 | * read poems
 | * read poems
 | * Review using quizlet.com
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Discuss editing of e ssays
* Rate poetry essays
* discuss ratings by college board
* read Antigone if time
 | * Analyze poems
* Discuss poems
* Read Antigone
 | * Analyze poems
* AP review tips
* Discuss poems
* Read Antigone
 | * AP review for exam
* Read/analyze/discuss poems
* Read/dramatize Antigone
 | * Take List 21 vocabulary quiz
* when finished read/dramatize Antigone
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * essay packet to rate
* AP vocabulary List 21
* essays to peer edit
 | * poems to analyze
* Antigone play
 | * AP tips
* Antigone play
* poems to analyze
 | * AP tips
* Antigone play
* poems to analyze
 | * computer
* overhead projector
* quizlet.com
* Antigone
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Content: rate different essays and discuss results
 | * Content:discussion
 | * Content:role-playing drama
 | * Content:role-playing
 | * Content:role-playing
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
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 |
| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| ***(What form of assessment did you use to determine your differentiation strategy?)***  |
| * informal
 | * informal
 | * informal
 | * informal
 | * quiz
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  | checklist | ***Formative:***  | Checklist | ***Formative:*** | checklist | ***Formative:*** | checklist | ***Formative:*** | review |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** | List 21 quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       |       |       | Study for vocabulary quiz |       |
| Resources and Reflective Notes: |       |

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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | English 12 | / | 2nd | **Week of:** | April 13-17, 2015 |
| **Unit Vocabulary:**  | Unit 11, Level G |
| **Instructional Strategies Used:**  | Freytag's Pyramid, Think/Pair/Share, video clips, ticket out the door, journal entry, role-playing, Kahoot.com, quizlet.coml |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: | **Common Core Standard(s)** | **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)**: |
| ELACC12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story. | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play), evaluating how each version interprets the source text. | ELACC12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story. | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play), evaluating how each version interprets the source text. | ELACC12L6: Acquire and use accurately general academic and domain-specific words. |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| What are the major components of Act I Hamlet? | What are the key elements of Act II Hamlet? | How do appearances and reality differ in Act III of Hamlet? | How is Hamlet's most famous soliloquy still relevant today? | What are the definitions, spellings, pronunciations, synonyms and antonyms of Unit 11 vocabulary words? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Complete ex. 1 of Unit 11 vocabulary
 | * Ask the question Do you think parents have a right to spy on their kids, such as computer, phone, etc., respond, and discuss.
 | * Prepare bulleted summary with partner of Act II
 | * Rewrite Hamlet's famous "To Be or Not to Be" soliloquy to a modern question in your life.
 | * Study for quiz over Unit 11 vocabulary words
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Discuss Act I Hamlet for Quiz
 | * Watch excerpt from BBC film about Hamlet to summarize what has been already read
 | * Write journal entry about the effects of breaking up with someone and returning all of his or her mementos.
 | * Take quiz over Act III if not taken yesterday
 | * Review using Kahoot and quizlet.com
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Take quiz over Act I Hamlet
* Begin reading Act II
* Answer reading guide questions for Act II
 | * 1. Read Act II of Hamlet through role-playing
* 2. Quiz over Act II if finished today, tomorrow if not
* 3. Work on questions from Act II reading guide
* 4. Complete Ticket Out the Door
 | * 1. Read Act III of Hamlet utilizing roles assigned to students
* 2.Take Quiz over act III if finished in time, otherwise, tomorrow
* 3.Work on reading guide questions for Act III
 | * 1.Through role-playing, read Act IV of Hamlet
* 2. Take quiz if finished, otherwise tomorrow
* 3. Work on reading guide questions for Act IV
 | * Take vocabulary Unit 11 quiz
* When finished, complete reading guide for Hamlet
* When all are finished, role-play Hamlet
* Answer reading guide questions
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * Hamlet packet
* reading guide Act II
* Vocabulary Unit 11 packet
 | * Act II Hamlet packet
* Act II review packet with questions
* computer, projector
* BBC summary film
* ticket out the door
 | * Act III Hamlet packet
* Act III reading guide questions
 | * Act IV Hamlet packet
* Soliloquy assignment sheet
* Act III or II quiz
 | * Unit 11 vocabulary quiz
* computer
* overhead projector
* quizlet.com
* kahoot.com
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Content: role-play Hamlet
 | * Content: Ticket out the Door
* Content: Film except
 | * Content: Partner summary of Act II
 | * Product: Modern soliloquy of Hamlet's To Be or Not to Be
 | * Content: Unit 11 quiz
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
| *
 | * same ability characters from each scene will be up front together
 | * same ability characters from each scene will be up front together
 | * same ability characters from each scene will be up front together
 | * vocabulary quiz
 |
| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| ***(What form of assessment did you use to determine your differentiation strategy?)***  |
| * informal
 | * Reading guide
 | * Quiz
 | * Quiz
 | *
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  | Observational checklist | ***Formative:***  | answer reading g uide | ***Formative:*** |       | ***Formative:*** |       | ***Formative:*** |       |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** | quiz over finished act of Hamlet | ***Summative:*** | Quiz over finished act of Hamlet | ***Summative:*** | Unit 11 vocabulary quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       | Study for Hamlet quiz if applicable | Study for Hamlet quiz if applicable | Study for Unit 11 vocabulary quiz |       |
| Resources and Reflective Notes: |       |

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| **Grade Level:**  | 9-12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | Creative Writing | / | 3rd | **Week of:** | April 13-17, 2015 |
| **Unit Vocabulary:**  |       |
| **Instructional Strategies Used:**  | blogging, computers, Adobe-InDesign |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: | **Common Core Standard(s)** | **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)**: |
| ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| Are all pages created? | Have pages been proofread? | What needs to be done to start book in InDesign? | Is the Table of Contents ready? | Is the magazine ready for print? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Discussion and schedule of layout and page production plans
 | * Discussion and schedule of layout and page production plans
 | * Discussion and schedule of layout and page production plans
 | * Discussion and schedule of layout and page production plans
 | * Discussion and schedule of layout and page production plans
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * each person in layout and production finish jobs assigned
 | * each person in layout and production finish jobs assigned
 | * each person in layout and production finish jobs assigned
 | * each person in layout and production finish jobs assigned
 | * each person in layout and production finish jobs assigned
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog
 | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog
 | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog
 | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog
 | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * Adobe InDesign program
* computer cart
* computers in class
* class blog
* submissions for literary magazine
 | * Adobe InDesign program
* computer cart
* computers in class
* class blog
* submissions for literary magazine
 | * Adobe InDesign program
* computer cart
* computers in class
* class blog
* submissions for literary magazine
 | * Adobe InDesign program
* computer cart
* computers in class
* class blog
* submissions for literary magazine
 | * Adobe InDesign program
* computer cart
* computers in class
* class blog
* submissions for literary magazine
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Product: school literary magazine
 | * Product: school literary magazine
 | * Product: school literary magazine
 | * Product: school literary magazine
 | * Product: school literary magazine
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
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| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| ***(What form of assessment did you use to determine your differentiation strategy?)***  |
| * Informal
 | * Informal
 | * Informal
 | * Informal
 | * Informal
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  | observational checklist | ***Formative:***  | observational checklist | ***Formative:*** | observational checklist | ***Formative:*** | observational checklist | ***Formative:*** | observational checklist |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       |       |       |       |       |
| Resources and Reflective Notes: |       |