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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | AP English | / | 1st | **Week of:** | April 6-10, 2015 |
| **Unit Vocabulary:**  | AP Vocabulary List 20 |
| **Instructional Strategies Used:**  | Socratic Seminar, AP practice test, poetry analysis, vocabulary computer review, novel reading |
| **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)**: |
| ELACC-12RL1: 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. | ELACC11-12RL1: 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. | 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.) | ELACC12RL7: Analyze multiple interpretations of ar poem (e.g., recorded or live production of poetry), evaluating how each version interprets the source text.  | 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:** |
| Who are the major characters, what are the themes, and what is the major structure of the novel 1984? | How are the themes in 1984 relevant today? | How has my AP scores improved since the last practice test?  | What are the poetry elements necessary to do well on the AP exam? | What are the definitions of the words in AP literature List 20 which is cumulative? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Prepare for 1984 Socratic Seminar
 | * Prepare for 1984 Socratic Seminar
 | * Wrap up final questions over 1984
 | * Mark elements for AP poetry lessons
 | * Study for cumulative List 20 vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Set up Socratic Seminar
 | * Discuss relevant topics in the novel 1984
 | * Discuss AP exam strategies
 | * Review poems previously studied
 | * Review using quizlet.com
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Begin Socratic Seminar for 1984
 | * Conduct Socratic Seminar for novel 1984
* Write essay with 1984 prompt
 | * Take AP literature practice test
* Read Catch 22
 | * Mark, discuss, relate elements to poem "Blackberry Picking"
* Read, mark, and discuss other AP poems
 | * Take List 20 vocabulary quiz
* Read Catch 22
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * novel 1984
* test 1984
* Socratic Seminar
 | * Socratic Seminar questions for the novel 1984
* **Essay prompt for 1984**
 | * AP practice test
* novel Catch 22
 | * Poems for marking and studying
 | * computer
* overhead projector
* quizlet.com
* List 20 vocabulary quiz
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Content: Socratic Seminar 1984
 | * Content: Socratic Seminar for 1984
 | * Content: AP Practice test
 | * Content: poetry analysis
 | * Content: visual, tactile, and auditory learning strategies
 |
| ***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
 | * Practice test
 | * checklist and discussion
 | * review, quiz, and reading
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  | Socratic Seminar | ***Formative:***  | questions for seminar | ***Formative:*** | results of practice test | ***Formative:*** | completed analysis of poems | ***Formative:*** | vocabulary review |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** | List 20 vocabulary quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| read novel | read novel | read novel | 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 6-10, 2015 |
| **Unit Vocabulary:**  | Unit 10, Level G |
| **Instructional Strategies Used:**  | Discussion, lecture, group project, review, literary elements, quizlet.com |
| **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)**: |
| 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. | 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.) | 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. | 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. | 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:** |
| What is the meaning of Carpe Diem in relation to poetry? | What are the components of a Shakespearean sonnet? | What are the social and political milestones of the 18th Century literary period? | How does Swift use satire in "A Modest Proposal" | What are the definitions, spellings, pronunciations, synonyms, and antonyms of the words in Unit 10, Level G vocabulary unit? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Complete ex. 1 of Unit 10 Level G v ocabulary
 | * Complete ex. 2 of Unit 10 Level G vocabulary
 | * Complete ex. 3 of Unit 10 Level G vocabulary
 | * Complete all of Unit 10 Level G vocabulary exercises, as well as puzzle packet for review
 | * Study for Unit 10 vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Define carpe diem and relate to time period
 | * Breakdown a sonnet
 | * Complete Introduction to the 18th Century
 | * Discuss project about Swift's "A Modest Proposal"
 | * Review using quizlet.com for vocabulary quiz
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Read carpe Diem poems of The Renaissance time period
 | * Read six shakespearean sonnets
* Discuss and relate to life
 | * Define and identify examples of satire
* Read examples of satire
* Go over examples of satire in the media and today's world and compare to what was satired in the 18th Century
 | * Read Jonathan Swift's "A Modest Proposal" and identify elements of satire
* Plan group project of writing a modern "modest proposal" over a modern problem
 | * Take vocabulary quiz Unit 10
* work on group project
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * vocabulary Unit 10 packet
* textbook
 | * Shakespearean sonnets
* Unit 10 vocabulary packet
 | * 18th Century worksheet
* Unit 10 vocabulary packet
 | * Swift's "A Modest Proposal"
* Puzzle packet for vocabulary review
 | * computer
* quizlet.com
* vocabulary quiz
* materials for group projects
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * content: relate Renaissance ideas to now
 | * content: identify sonnet components
 | * Content:choose and bring in satire in today's world
 | * Product: modern group modest proposal
 | * Product: group modern modest proposalo
 |
| ***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:***  | observational checklist | ***Formative:***  | observational checklist | ***Formative:*** | observational checklist | ***Formative:*** | observational checklist | ***Formative:*** | observational checklist |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** | Unit 10 vocabulary quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       |       |       | study for 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 10-14, 2015 |
| **Unit Vocabulary:**  |       |
| **Instructional Strategies Used:**  | magazine layout, Adobe InDesign computer program, bloggin, posting to class blog, proofreading |
| **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:** |
| Where are we in the production of the literary magazine? | How can we meet our deadline to get the magazine to the printer on time? | What progress has been made to get the magazine in book format in Adobe InDesign? | What can we do to prioritize and speed up the completion of the literary magazine? | Have we accomplished our goals for the week? |
| **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 magazinel
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
| * layout tasks
 | * layout tasks
 | * layout tasks
 | * layout tasks
 | * layout tasks
 |
| ***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: |       |